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ABSTRACT

The rapid growth of educational research and development in America has widened the gap between average classroom practice and "best available" validated practices resulting from research and development at educational laboratories, universities, and school-based practice improvement projects. The extension agent system was chosen to change the educational dissemination system from a passive to an active one. Programs already in existence were studied and personnel functions were extracted to develop models. Job/role descriptions were compiled and divided into selection criteria and teachable knowledge/skills. Finally 28 modules to train project directors, resource personnel and field personnel were developed and tested. This trainees' book provides an outline of each module plus background and resource material. It is meant to be used in conjunction with the Final Report (LI004361) and the Trainers' Book (LI004362). (Author/DH)

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DEVELOPMENT OF TRAINING RESOURCES FOR EDUCATIONAL EXTENSION SERVICES PERSONNEL

3. TRAINEES' BOOK

April 30, 1973

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NOTE

The training materials in this book are explained by, and meant to be used in conjunction with, Volume 1, the Final Report of the Stanford University - System Development Corporation project. Most of the materials are still, technically speaking, in a development phase. They should be used in the context of evaluative data presented in Volume 1. Furthermore, they should be used adaptively, with the expectation that better rather than poorer training will result if allowances are made for advantages and disadvantages of a local training setting.

SESSION NO. 1

OVERVIEW

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To outline the training activities and clarify relationships among sessions and among "tracks" for different personnel roles.

To elicit training priorities and topics of particular concern to trainees.

To make ancillary arrangements -- e.g., for travel between training sites, for expense reimbursements, etc.

Upon completion of this module, trainees should:

1. Understand the training schedule and its requirements.
2. Feel that their priorities and concerns have been taken into account.
3. Understand and approve the ancillary arrangements.

B. Participants

Trainers: Training director, members of training staff who have announcements to make

Trainees: All

C. Summary of Module Activities

The training director presents an overview of activities. Members of the training staff make announcements as necessary. Group discussion that follows deals with, among other topics, the trainees' priorities and concerns.

D. Duration

One hour

SESSION NO. 2

SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide a baseline for evaluation of trainees' progress through the training materials.

To provide trainers with a superficial but timely indication of areas in which trainees report much versus little knowledge and skill.

After sampling the range of training topics in this self-assessment, trainees should be able to:

1. Formulate their needs for specific information and experiences in the sessions that follow.
2. Note, and discuss with training staff, discrepancies between topics they expected to cover and topics assigned to them in the assessment.

B. Participants

Trainers: Training director or assistant

Trainees: All

C. Summary of Module Activities

There is a different five-page self-assessment form for project managers, retrieval specialists, and field agents. However, each form is divided into two parts, the first on knowledge/understanding and the second on skills.

After the self-assessment is completed, and before it is turned in, trainees and training staff discuss trainees' reactions to points covered (and not covered) in the form for each personnel role.

D. Duration

One hour

NAME:

EDUCATIONAL DISSEMINATION PERSONNEL TRAINING

Self-Assessment of Knowledge and Skills Form for Project Managers

PART I: KNOWLEDGE/UNDERSTANDING. For each topic below, please assess your present knowledge or understanding by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Major functions of an educational information service center or project	LITTLE	SOME	MUCH
Variations in resources and functions that can be found among centers and projects	LITTLE	SOME	MUCH
Kinds of materials that should be found in a center's basic reference collection	LITTLE	SOME	MUCH
Kinds of materials that might be found in a center's fugitive collection	LITTLE	SOME	MUCH
Basic elements of a search request form	--------------------		
Considerations involved in packaging materials for delivery to client	--------------------		
Role of a center or project manager	LITTLE	SOME	MUCH
Relationship between the retrieval process and other center functions	LITTLE	SOME	MUCH
Costs and performance characteristics of "batch" versus "on-line" computer retrieval	LITTLE	SOME	MUCH
Field agents' requirements in office space, equipment, and materials	LITTLE	SOME	MUCH
Variety of functions performed and situations encountered by field agents	LITTLE	SOME	MUCH

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Format and structure of the Thesaurus of ERIC Descriptors	--------------------		
Kinds of monthly activity data needed for evaluation of an information service	LITTLE	SOME	MUCH
Microform equipment requirements of an educational information service	LITTLE	SOME	MUCH
Process of communicating search results to a client	--------------------		
Field agents' strategies in making initial contacts with different client groups	LITTLE	SOME	MUCH
Criteria for selecting a microfiche reader-printer for use by retrieval staff	LITTLE	SOME	MUCH
Criteria for selecting a microfiche reader as a "loaner" for clients	LITTLE	SOME	MUCH
Specific occasions for drawing on human resources (e.g., consultants) rather than print resources	LITTLE	SOME	MUCH
Advantages and disadvantages of establishing your own computer retrieval capability, versus contracting services from elsewhere	LITTLE	SOME	MUCH
Different role stresses and morale problems of retrieval staff and field agents	LITTLE	SOME	MUCH
Types of records that should be maintained by a field agent in his office	LITTLE	SOME	MUCH
Methods for computing cost per search, cost per fulfilled request, etc.	LITTLE	SOME	MUCH
Key considerations in interviewing clients in the query negotiation process	--------------------		
Published materials, other than ERIC, that are useful in fulfilling requests	LITTLE	SOME	MUCH
Procedures for following up a fulfilled request to determine client's further needs	--------------------		

	PRESENT KNOWLEDGE OR UNDERSTANDING		
WITH REGARD TO:	Please circle one:		
Major categories of educational innovations	LITTLE	SOME	MUCH
The "most promising" educational innovations now being introduced in the schools	LITTLE	SOME	MUCH
Major events in the development of educational research & development since the late 1950's	LITTLE	SOME	MUCH
Major events in the development of the federally coordinated educational dissemination system	LITTLE	SOME	MUCH
Sites where significant educational research & development is now taking place	LITTLE	SOME	MUCH
The forms of "educational R&D knowledge" when it enters the dissemination system	LITTLE	SOME	MUCH
Major shifts in federal policy relative to educational dissemination systems and support in the past two years	LITTLE	SOME	MUCH
Channels from which local educators normally get most of their educational information	--------------------		
The different strengths or advantages of each of these channels	--------------------		
The different cognitive phases or task phases that clients may be in when they request information	--------------------		
Research & development being conducted on improved educational dissemination per se	LITTLE	SOME	MUCH
Research & development being conducted on the process of educational change per se	LITTLE	SOME	MUCH
Mechanisms thought to bring about educational change	LITTLE	SOME	MUCH
The "funding picture" for educational R&D and for experimental programs in the schools	LITTLE	SOME	MUCH

PART II: SKILLS. For each skill area below, please assess your present ability to perform the skill by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:
Selling yourself and your services to school personnel	--------------------
Planning and establishing a field office	--------------------
Conducting a query negotiation interview	--------------------
Formulating a search using Boolean logic	--------------------
Conducting manual searches of Research in Education and Current Index to Journals in Education	--------------------
Conducting a search of non-ERIC materials	--------------------
Conducting an "all-out" search of available resources	--------------------
Using the ERIC Thesaurus to select terms for a search	--------------------
Creating a file of human resources cross-indexed by special knowledge/skills	--------------------
Bringing human resources into a useful relationship with clients	--------------------
Assessing information needs of groups of clients in a practical and efficient way	--------------------
Describing to your state superintendent (or similar person) at least three distinct models for establishing an educational information service with broad coverage	LITTLE SOME MUCH
Explaining to your state superintendent (or similar person) the outside funding prospects, both short-term and long-term, for an educational information service	LITTLE SOME MUCH

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:		
"Mapping" the knowledge resources available in and around a school district	--------------------		
Maintaining rapport and productive working relationships among center/project staff	LITTLE	SOME	MUCH
Recruiting and screening new staff for retrieval or field agent roles	LITTLE	SOME	MUCH
Establishing record systems to provide evaluation data on a regular basis	LITTLE	SOME	MUCH
Documenting all aspects of an information service operation for the benefit of outsiders and new employees	LITTLE	SOME	MUCH
Locating information about specific innovations that clients express interest in	--------------------		
Distinguishing at least four roles that "knowledge linkers" play vis-a-vis their clientele	LITTLE	SOME	MUCH
Determining feasibility of mounting alternative computer software on computer available to you	LITTLE	SOME	MUCH
Transforming search results into packages appropriate to different groups of clients	--------------------		
Producing a self-evaluation of work performed and results achieved	LITTLE	SOME	MUCH
Publicizing your activities to the community at large	LITTLE	SOME	MUCH
Maintaining current awareness of significant results of educational research & development	LITTLE	SOME	MUCH
Training new staff to perform functions for which they are hired	LITTLE	SOME	MUCH
Training an assistant to perform your functions at a professional level	LITTLE	SOME	MUCH

NAME:

EDUCATIONAL DISSEMINATION PERSONNEL TRAINING

Self-Assessment of Knowledge and Skills
Form for Retrieval Specialists

PART I: KNOWLEDGE/UNDERSTANDING. For each topic below, please assess your present knowledge or understanding by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Major functions of an educational information service center or project	LITTLE	SOME	MUCH
Variations in resources and functions that can be found among centers and projects	LITTLE	SOME	MUCH
Kinds of materials that should be found in a center's basic reference collection	LITTLE	SOME	MUCH
Kinds of materials that might be found in a center's fugitive collection	LITTLE	SOME	MUCH
Basic elements of a search request form	LITTLE	SOME	MUCH
Considerations involved in packaging materials for delivery to client	LITTLE	SOME	MUCH
Role of a center or project manager	--------------------		
Relationship between the retrieval process and other center functions	LITTLE	SOME	MUCH
Costs and performance characteristics of "batch" versus "on-line" computer retrieval	LITTLE	SOME	MUCH
Field agents' requirements in office space, equipment, and materials	--------------------		
Variety of functions performed and situations encountered by field agents	LITTLE	SOME	MUCH

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Format and structure of the Thesaurus of ERIC Descriptors	LITTLE	SOME	MUCH
Kinds of monthly activity data needed for evaluation of an information service	LITTLE	SOME	MUCH
Microform equipment requirements of an educational information service	LITTLE	SOME	MUCH
Process of communicating search results to a client	--------------------		
Field agents' strategies in making initial contacts with different client groups	--------------------		
Criteria for selecting a microfiche reader-printer for use by retrieval staff	LITTLE	SOME	MUCH
Criteria for selecting a microfiche reader as a "loaner" for clients	--------------------		
Specific occasions for drawing on human resources (e.g., consultants) rather than print resources	LITTLE	SOME	MUCH
Advantages and disadvantages of establishing your own computer retrieval capability, versus contracting services from elsewhere	LITTLE	SOME	MUCH
Different role stresses and morale problems of retrieval staff and field agents	--------------------		
Types of records that should be maintained by a field agent in his office	--------------------		
Methods for computing cost per search, cost per fulfilled request, etc.	LITTLE	SOME	MUCH
Key considerations in interviewing clients in the query negotiation process	LITTLE	SOME	MUCH
Published materials, other than ERIC, that are useful in fulfilling requests	LITTLE	SOME	MUCH
Procedures for following up a fulfilled request to determine client's further needs	--------------------		

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:
Major categories of educational innovations	LITTLE SOME MUCH
The "most promising" educational innovations now being introduced in the schools	LITTLE SOME MUCH
Major events in the development of educational research & development since the late 1950's	LITTLE SOME MUCH
Major events in the development of the federally coordinated educational dissemination system	LITTLE SOME MUCH
Sites where significant educational research & development is now taking place	LITTLE SOME MUCH
The forms of "educational R&D knowledge" when it enters the dissemination system	LITTLE SOME MUCH
Major shifts in federal policy relative to educational dissemination systems and support in the past two years	LITTLE SOME MUCH
Channels from which local educators normally get most of their educational information	--------------------
The different strengths or advantages of each of these channels	--------------------
The different cognitive phases or task phases that clients may be in when they request information	LITTLE SOME MUCH
Research & development being conducted on improved educational dissemination per se	LITTLE SOME MUCH
Research & development being conducted on the process of educational change per se	--------------------
Mechanisms thought to bring about educational change	--------------------
The "funding picture" for educational R&D and for experimental programs in the schools	--------------------

PART II: SKILLS. For each skill area below, please assess your present ability to perform the skill by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:		
Selling yourself and your services to school personnel	--------------------		
Planning and establishing a field office	--------------------		
Conducting a query negotiation interview	--------------------		
Formulating a search using Boolean logic	LITTLE	SOME	MUCH
Conducting manual searches of Research in Education and Current Index to Journals in Education	LITTLE	SOME	MUCH
Conducting a search of non-ERIC materials	LITTLE	SOME	MUCH
Conducting an "all-out" search of available resources	LITTLE	SOME	MUCH
Using the ERIC Thesaurus to select terms for a search	LITTLE	SOME	MUCH
Creating a file of human resources cross-indexed by special knowledge/skills	LITTLE	SOME	MUCH
Bringing human resources into a useful relationship with clients	--------------------		
Assessing information needs of groups of clients in a practical and efficient way	--------------------		
Describing to your state superintendent (or similar person) at least three distinct models for establishing an educational information service with broad coverage	--------------------		
Explaining to your state superintendent (or similar person) the outside funding prospects, both short-term and long-term, for an educational information service	--------------------		

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:
"Mapping" the knowledge resources available in and around a school district	-------------------
Maintaining rapport and productive working relationships among center/project staff	-------------------
Recruiting and screening new staff for retrieval or field agent roles	-------------------
Establishing record systems to provide evaluation data on a regular basis	LITTLE SOME MUCH
Documenting all aspects of an information service operation for the benefit of outsiders and new employees	-------------------
Locating information about specific innovations that clients express interest in	LITTLE SOME MUCH
Distinguishing at least four roles that "knowledge linkers" play vis-a-vis their clientele	-------------------
Determining feasibility of mounting alternative computer software on computer available to you	LITTLE SOME MUCH
Transforming search results into packages appropriate to different groups of clients	LITTLE SOME MUCH
Producing a self-evaluation of work performed and results achieved	LITTLE SOME MUCH
Publicizing your activities to the community at large	-------------------
Maintaining current awareness of significant results of educational research & development	LITTLE SOME MUCH
Training new staff to perform functions for which they are hired	-------------------
Training an assistant to perform your functions at a professional level	LITTLE SOME MUCH

NAME:

EDUCATIONAL DISSEMINATION PERSONNEL TRAINING

Self-Assessment of Knowledge and Skills
Form for Field Agents

PART I: KNOWLEDGE/UNDERSTANDING. For each topic below, please assess your present knowledge or understanding by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Major functions of an educational information service center or project	LITTLE	SOME	MUCH
Variations in resources and functions that can be found among centers and projects	LITTLE	SOME	MUCH
Kinds of materials that should be found in a center's basic reference collection	LITTLE	SOME	MUCH
Kinds of materials that might be found in a center's fugitive collection	LITTLE	SOME	MUCH
Basic elements of a search request form	LITTLE	SOME	MUCH
Considerations involved in packaging materials for delivery to client	LITTLE	SOME	MUCH
Role of a center or project manager	--------------------		
Relationship between the retrieval process and other center functions	--------------------		
Costs and performance characteristics of "batch" versus "on-line" computer retrieval	--------------------		
Field agents' requirements in office space, equipment, and materials	LITTLE	SOME	MUCH
Variety of functions performed and situations encountered by field agents	LITTLE	SOME	MUCH

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Format and structure of the Thesaurus of ERIC Descriptors	--------------------		
Kinds of monthly activity data needed for evaluation of an information service	LITTLE	SOME	MUCH
Microform equipment requirements of an educational information service	LITTLE	SOME	MUCH
Process of communicating search results to a client	LITTLE	SOME	MUCH
Field agents' strategies in making initial contacts with different client groups	LITTLE	SOME	MUCH
Criteria for selecting a microfiche reader-printer for use by retrieval staff	--------------------		
Criteria for selecting a microfiche reader as a "loaner" for clients	LITTLE	SOME	MUCH
Specific occasions for drawing on human resources (e.g., consultants) rather than print resources	LITTLE	SOME	MUCH
Advantages and disadvantages of establishing your own computer retrieval capability, versus contracting services from elsewhere	--------------------		
Different role stresses and morale problems of retrieval staff and field agents	--------------------		
Types of records that should be maintained by a field agent in his office	LITTLE	SOME	MUCH
Methods for computing cost per search, cost per fulfilled request, etc.	LITTLE	SOME	MUCH
Key considerations in interviewing clients in the query negotiation process	LITTLE	SOME	MUCH
Published materials, other than ERIC, that are useful in fulfilling requests	LITTLE	SOME	MUCH
Procedures for following up a fulfilled request to determine client's further needs	LITTLE	SOME	MUCH

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Major categories of educational innovations	LITTLE	SOME	MUCH
The "most promising" educational innovations now being introduced in the schools	LITTLE	SOME	MUCH
Major events in the development of educational research & development since the late 1950's	LITTLE	SOME	MUCH
Major events in the development of the federally coordinated educational dissemination system	LITTLE	SOME	MUCH
Sites where significant educational research & development is now taking place	LITTLE	SOME	MUCH
The forms of "educational R&D knowledge" when it enters the dissemination system	LITTLE	SOME	MUCH
Major shifts in federal policy relative to educational dissemination systems and support in the past two years	LITTLE	SOME	MUCH
Channels from which local educators normally get most of their educational information	LITTLE	SOME	MUCH
The different strengths or advantages of each of these channels	LITTLE	SOME	MUCH
The different cognitive phases or task phases that clients may be in when they request information	LITTLE	SOME	MUCH
Research & development being conducted on improved educational dissemination per se	LITTLE	SOME	MUCH
Research & development being conducted on the process of educational change per se	LITTLE	SOME	MUCH
Mechanisms thought to bring about educational change	LITTLE	SOME	MUCH
The "funding picture" for educational R&D and for experimental programs in the schools	LITTLE	SOME	MUCH

PART II: SKILLS. For each skill area below, please assess your present ability to perform the skill by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:		
Selling yourself and your services to school personnel	LITTLE	SOME	MUCH
Planning and establishing a field office	LITTLE	SOME	MUCH
Conducting a query negotiation interview	LITTLE	SOME	MUCH
Formulating a search using Boolean logic	------	------	------
Conducting manual searches of Research in Education and Current Index to Journals in Education	LITTLE	SOME	MUCH
Conducting a search of non-ERIC materials	LITTLE	SOME	MUCH
Conducting an "all-out" search of available resources	------	------	------
Using the ERIC Thesaurus to select terms for a search	LITTLE	SOME	MUCH
Creating a file of human resources cross-indexed by special knowledge/skills	------	------	------
Bringing human resources into a useful relationship with clients	LITTLE	SOME	MUCH
Assessing information needs of groups of clients in a practical and efficient way	LITTLE	SOME	MUCH
Describing to your state superintendent (or similar person) at least three distinct models for establishing an educational information service with broad coverage	------	------	------
Explaining to your state superintendent (or similar person) the outside funding prospects, both short-term and long-term, for an educational information service	------	------	------

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:		
"Mapping" the knowledge resources available in and around a school district	LITTLE	SOME	MUCH
Maintaining rapport and productive working relationships among center/project staff	--------------------		
Recruiting and screening new staff for retrieval or field agent roles	--------------------		
Establishing record systems to provide evaluation data on a regular basis	LITTLE	SOME	MUCH
Documenting all aspects of an information service operation for the benefit of outsiders and new employees	--------------------		
Locating information about specific innovations that clients express interest in	LITTLE	SOME	MUCH
Distinguishing at least four roles that "knowledge linkers" play vis-a-vis their clientele	LITTLE	SOME	MUCH
Determining feasibility of mounting alternative computer software on computer available to you	--------------------		
Transforming search results into packages appropriate to different groups of clients	LITTLE	SOME	MUCH
Producing a self-evaluation of work performed and results achieved	LITTLE	SOME	MUCH
Publicizing your activities to the community at large	LITTLE	SOME	MUCH
Maintaining current awareness of significant results of educational research & development	LITTLE	SOME	MUCH
Training new staff to perform functions for which they are hired	--------------------		
Training an assistant to perform your functions at a professional level	LITTLE	SOME	MUCH

SESSION NO. 3

"POST-SPUTNIK" TRENDS IN AMERICAN EDUCATION AND THE EMERGENCE OF EDUCATIONAL DISSEMINATION SYSTEMS

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide historical context for the development of "active" dissemination systems in education.

To show the pressure for "active" dissemination generated by educational research & development programs since the late 1950's.

Upon completion of this module, trainees should:

1. Understand the spurs to federally supported research & development (in all fields of research) after World War II, and resulting "knowledge explosions."
2. Understand the roles of scientific information systems in shaping the growth of the educational dissemination system -- often to its detriment.
3. Understand the several phases by which the educational dissemination system moved from a "passive" to an "active" posture.

B. Participants

Trainers: One instructor

Trainees: All

C. Summary of Module Activities

This is the first of several "expository" modules for which trainees are expected to prepare by reading a background paper. The session itself is chiefly a discussion of topics raised in the paper.

D. Duration

One hour

"POST-SPUTNIK" TRENDS IN AMERICAN EDUCATION AND THE EMERGENCE OF EDUCATIONAL DISSEMINATION SYSTEMS

(Background Paper for Module 3)

Educational dissemination systems have come into existence in response to pressure "upstream" in the flow of educational research and development knowledge -- that is, pressure emanating from researchers/developers and their sponsors. To understand the growth of educational dissemination systems, we must first understand, in some fashion, the growth of educational research and development itself.

If we were to look at the growth of educational R&D as an isolated phenomenon, we might be puzzled that, at one moment in history, the federal government suddenly began to double its investment in educational R&D each year for several years. Or, if we were not now past that period of exponential growth, we might conclude that such increases are simply "modern times," that a technologically based society regulates itself through vast expenditures in research and development (which is partly true anyway).

We can see now that the sudden growth in educational R&D was more of an historical episode than a projection of the future. Funding of educational R&D is now leveling off, but at the high post-growth level of support rather than the low pre-growth level.

Educational R&D is the offspring of more rigorous sciences such as psychology, sociology, and statistics. Its sudden growth began at a moment in history when:

(1) the post-war emergence of "Big Science" had clarified the relationship between the federal government as a new sponsor of research and scientists as unaccustomed beneficiaries of large-scale support;

(2) the source fields on which educational R&D depends, psychology in particular, had developed theories and methods that promised to be productive when focused on educational problems;

(3) external pressure was applied for rapid, major improvement in the quality of American education.

Let's examine the convergence of these trends. The post-war emergence of "Big Science" was a striking occurrence in the history of mankind. It signaled a different approach to control of the environment, to production, to the provision of services, to social planning, etc. Industries that had been labor-intensive became knowledge-intensive. New knowledge industries were born. And, most indicative of all, the pre-war model of small-scale "solo science" gave way to large-scale organized science with teams of researchers, specialization, and division of labor.

"Big Science" was a by-product of the Second World War. It is the post-war extension into all fields of science of the organizational principles of the Manhattan Project and other ordnance-related projects. It could be argued that "Big Science" was born in Nazi Germany, since Hitler mobilized the scientists of that country somewhat earlier than their counterparts were mobilized in the United Kingdom and the United States.

In recent decades, according to the historian of science Derek de Solla Price, various forms and products of science have been doubling every 10 to 20 years. Thus it can be shown that the number of practicing scientists doubles every 15 years or so, and that some of their products (such as technical reports) double faster than this rate while other products (such as substantial or "classic" journal articles) double slower than this rate.

The traditional first step in research is to acquaint oneself thoroughly with the work of one's predecessors, then to choose a promising topic from their legacy of unsolved problems. From the 17th century (when science became a recognized activity of certain men through the founding of associations such as the Royal Society of London) to the early 20th century, there was an orderliness in this process that derived from the relatively small number of scientists and the relatively show pace of their work.

With the advent of "Big Science," however, twin new pressures overstressed the existing dissemination systems of science. First, there was the immediacy of one's "predecessors." If the number of practicing scientists doubles every 15 years or so, it follows that, at any moment, most scientists who ever lived are now alive. Working with hypothetical data, a doubling period of 15 years would produce a world population of scientists in 1930, 1945, 1960, and 1975 of 2 million, 4 million, 8 million, and 16 million. Since all the scientists who had lived before a given period (e.g., 1930) would not exceed the doubling value of that period (the doubling value of a period is the limit for cumulated previous doublings), we see in the post-war period a great immediacy in research. One's predecessors are one's contemporaries, and their work is not to be read in leather-bound journals from the past.

Second, the team approach, a hallmark of "Big Science," produces documents at a prodigious rate. Individually, the documents at not as valuable as the documents of "Little Science," but there are vastly more of them and they conceal their differences in quality.

Between them, these two factors produced what is now referred to as the "knowledge explosion." Existing dissemination systems sagged under the unprecedented volume of documents, and new systems had to be invented to avoid disastrous amounts of duplicative and erroneous research.

To understand the timing of educational R&D's growth, we must note that "Big Science" did not come to all fields of science at the same time. The war-time managers of science, chiefly James Conant and Vannevar Bush, were especially concerned for the support of post-war physics. The National Science Foundation, whose legislation they lobbied through Congress and past one veto by President Truman, provided large-scale support first for physics, then for chemistry (after chemists organized to complain, in the "Westheimer Report," that they were disadvantaged), then for geology and other hard sciences.

The advent of "Big Science" in the life sciences came with a series of bills introduced by Senator Lister Hill in the 1950's. Lister Hill's patronage of biomedicine is the major single reason for the growth of the NIH research empire.

After the physical sciences and the life sciences had each, in their turn, made the transition into "Big Science," the time was ripe for the social sciences and, finally, educational R&D. Some support for the social sciences had come from the Department of Defense throughout the war-time and post-war years. These funds were greatly augmented when NSF and NIMH appeared on the scene.

In the late 1950's the stage was set for large-scale support for educational R&D in the sense that conditions #1 and #2 (see page 3-3) had been fulfilled. What was lacking was a trigger or catalyst that would cause Congress to draft the new legislation, pass it, and appropriate funds for it.

The trigger was Sputnik I. Indicating, as it then seemed to, a superiority in Soviet science and hence presumably in Soviet education, Sputnik I spurred Congress to pass, in 1958, the National Defense Education Act. It was not the first educational R&D legislation passed by Congress. It had been preceded by the Cooperative Research Act of 1954. "Coop Research," however, was a vestige of "Little Science," an invitation to solo researchers to continue doing whatever they had been doing before, but under small-scale federal sponsorship, while "NDEA" was a mission-oriented, focused act that placed specific priority on certain kinds of research that the government wanted from "Big Science" teams of researchers.

A series of federal authorizations for educational R&D, contained in legislation such as the Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965, the Higher Education Act of 1965, and the Educational Professions Development Act of 1967 (to name only a few acts), created a situation in which researchers were force-fed funds that they converted to paper in unprecedented volume. Tables 1 and 2 (pages 3-8 and 3-9) show how rapidly the budgets of educational laboratories and R&D centers increased from 1966 through 1969, doubling on the average each two years. Figure 1 (page 3-10) shows how the total "research and training" outlay of the U.S. Office of Education grew from almost nothing in 1956 to more than $100 million in 1969, most of it channeled through the Cooperative Research Act as amended by the Elementary and Secondary Education Act of 1965.

As other federal agencies had discovered since the Second World War, the U.S. Office of Education discovered that each million dollars awarded competitively to researchers buys a vast amount of paper, some of it in the form of technical reports directly related to grants and contracts but perhaps an equal amount in the form of papers, articles, books, and other proofs of busyness.

TABLE 1. **BUREAU OF RESEARCH SUPPORT FOR REGIONAL EDUCATIONAL LABORATORIES***

	1966	1967	1968	1969
Appalachia Educational Laboratory Charleston, W. Va.	$ 319,880	$ 1,200,000	$ 993,795	$ 895,478
Center for Urban Education–New York, N.Y.	918,900	2,539,000	2,675,000	2,633,794
Central Atlantic Regional Educational Laboratory–Washington, D.C.		570,257	780,000	390,000
Central Midwestern Regional Educational Laboratory–St. Ann, Mo.	695,082	805,640	1,350,000	1,700,000
Cooperative Educational Research Laboratory, Inc.–Northfield, Ill.	188,580	410,000	600,000	270,000
Eastern Regional Institute for Education Syracuse, N.Y.	199,613	633,715	943,385	998,700
Education Development Center, Inc. Newton, Mass.	168,270	267,000	1,041,162	959,655
Far West Laboratory for Educational Research and Development–Berkeley, Calif.	375,000	730,249	1,250,000	1,685,170
Michigan-Ohio Regional Educational Laboratory–Detroit, Mich.	184,240	299,600	800,000	384,500
Mid-Continent Regional Educational Laboratory Kansas City, Mo.	600,000	900,000	730,000	937,713
Northwest Regional Educational Laboratory Portland, Oreg.	420,810	1,333,000	1,543,500	1,690,000
Regional Educational Laboratory for the Carolinas and Virginia–Durham, N.C.	190,209	349,472	693,744	820,000
Research for Better Schools, Inc. Philadelphia, Pa.	406,447	1,603,377	2,089,240	2,700,000
Rocky Mountain Educational Laboratory Denver, Colo.	285,700	646,156	514,039	346,000
South Central Region Educational Laboratory Little Rock, Ark.	180,705	451,000	870,000	320,000
Southeastern Educational Laboratory Atlanta, Ga.	362,100	739,000	670,000	670,000
Southwest Educational Development Laboratory Austin, Tex.	216,349	1,399,939	1,400,000	1,700,000
Southwestern Cooperative Educational Laboratory Albuquerque, N.Mex.	294,200	696,900	751,867	862,244
Southwest Regional Laboratory for Educational Research and Development–Inglewood, Calif.	830,225	1,570,000	2,235,000	2,486,726
Upper Midwest Regional Educational Laboratory Minneapolis, Minn.	530,000	525,000	678,000	800,000
Total	7,366,310	17,669,305	22,438,732	23,250,047

*Actual obligations to laboratories for fiscal years, ending June 30.

Source: *Educational Research and Development in the United States*. Washington: National Center for Educational Research & Development, 1970.

TABLE 2. **COOPERATIVE RESEARCH SUPPORT FOR RESEARCH AND DEVELOPMENT CENTERS, POLICY CENTERS, AND THE NATIONAL LABORATORY ON EARLY CHILDHOOD EDUCATION***

	1964	1965	1966	1967	1968	1969
Center for Research & Development for Cognitive Learning–Wisconsin	------	$499,600	$808,081	$1,034,000	$1,687,849†	$1,200,000
Center for the Advanced Study of Educational Administration–Oregon	$508,769	533,586	663,186	675,558	590,000	493,812
Center for Research & Development in Higher Education–Berkeley	------	------	315,657	849,307	1,459,000†	938,128
Research & Development Center in Teacher Education–Texas	------	------	459,175	762,730	1,190,419†	820,000
Learning Research & Development Center–Pittsburgh	490,000	753,531	641,794	1,308,702	1,465,482	1,454,332
Research & Development Center in Education Stimulation–Georgia	------	------	401,118	731,552	1,237,326†	758,000
Stanford Center for Research and Development in Teaching–Stanford	------	------	349,625	796,701	1,597,000†	995,432
Center for the Study of the Evaluation of Instructional Program–UCLA	------	------	408,981	533,973	867,882†	809,415
Center for the Study of the Social Organization of Schools and the Learning Process–Johns Hopkins	------	------	------	172,717	741,618†	613,880
National Laboratory on Early Childhood Education	------	------	------	1,448,630	1,561,500	1,700,000
Educational Policy Research Center (SRI)	------	------	------	110,000	499,154	500,000
Educational Policy Research Center (SURC)	------	------	------	110,000	499,951	500,000

*Actual obligations to Centers for indicated fiscal years, ending June 30.

†Contracts for these centers were extended by from 1 to 7 months beyond the normal 12

Source: Educational Research and Development in the United States. Washington: National Center for Educational Research & Development, 1970.

APPROPRIATIONS FOR "RESEARCH AND TRAINING"
U.S. OFFICE OF EDUCATION, 1957–1969

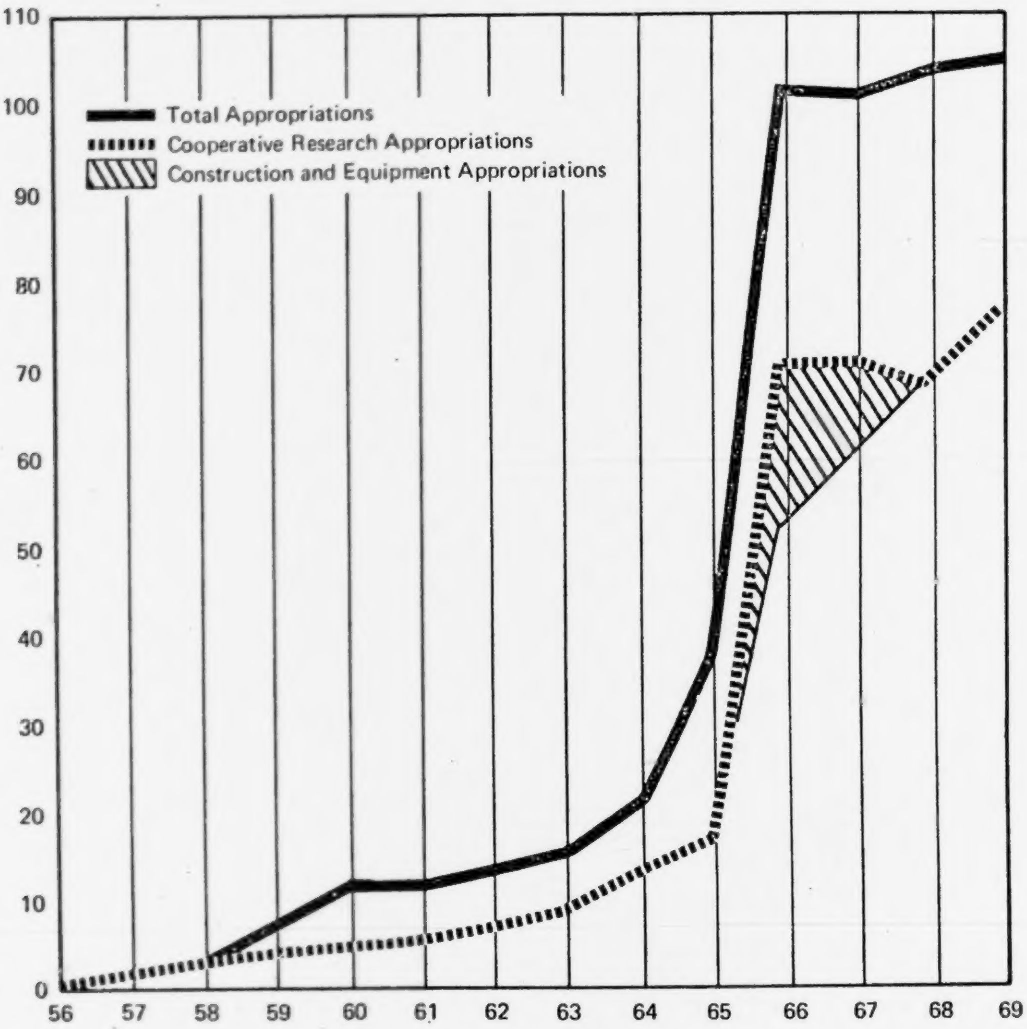


FIGURE 1.

Source: Educational Research and Development in the United States. Washington: National Center for Educational Research & Development, 1970.

The earlier forced-feeding of physics, chemistry, biomedicine and other fields created information problems that federal agencies dealt with in various ways, ranging from the establishment of new federal information systems to the subsidy of private information systems. Spurred on by early symptoms of an information crisis, NSF established an Office of Science Information Service to support research and development on documentation, bibliographic processing, computer information retrieval, etc. OSIS invested heavily in the information systems of the American Institute of Physics and the American Chemical Society, hoping that these professional associations could expand their bibliographic services fast enough to stay abreast of documentation on its 10-15 year doubling cycle.

Biomedicine was fortunate enough to have one of the three national libraries (the Library of Congress, the National Library of Medicine, and the National Library of Agriculture) as its base for new information systems. NIH invested only to a limited extent in external information systems and instead developed MEDLARS as an access system for the National Library of Medicine.

With initially vast sums at their disposal, the Department of Defense and the National Aeronautics and Space Administration chose to establish wholly new information systems for themselves and their contractors. Despite some retrenchment, the Department of Defense still operates the country's largest network of specialized information centers.

It was in the context of these varied "solutions" to the information crisis that the U.S. Office of Education had to decide, in the mid-1960's, how to cope with educational R&D information.

USOE's first solution, the network of Educational Resources Information Centers (ERIC), was conceived in the early 1960's by non-governmental researchers under NDEA funding. If ERIC came into existence looking like a physics or chemistry information system, the answer lay in the limited number of information system models then available. Principles that are now well understood, such as necessary differences in information systems for researchers and for "practitioners" and differences in vocabulary control between "hard" and "soft" sciences, were hammered out in the late 1960's at the expense of information systems that were failing in their missions and had to be reconceptualized.

The 10-year-old concept of ERIC as a network of decentralized processing centers or "clearinghouses" and a central coordinating office was never invalid insofar as the important functions of acquisition, processing, and archiving were concerned. However, it was thought at first that users (educators, researchers, and policymakers) would relate directly to ERIC, searching out relevant documents through its bibliographic tools and ordering microfiche or "hardcopy" from the ERIC Document Reproduction Service. While some users (especially researchers) went through these steps, other users ignored ERIC quite simply because access to it lay above the "ceiling" of effort that they felt educational information justified. Even with the promise of more accurate and complete information, ERIC could not compete with the popular press of education, the interpersonal grapevine, and the common alternative of not knowing at all.

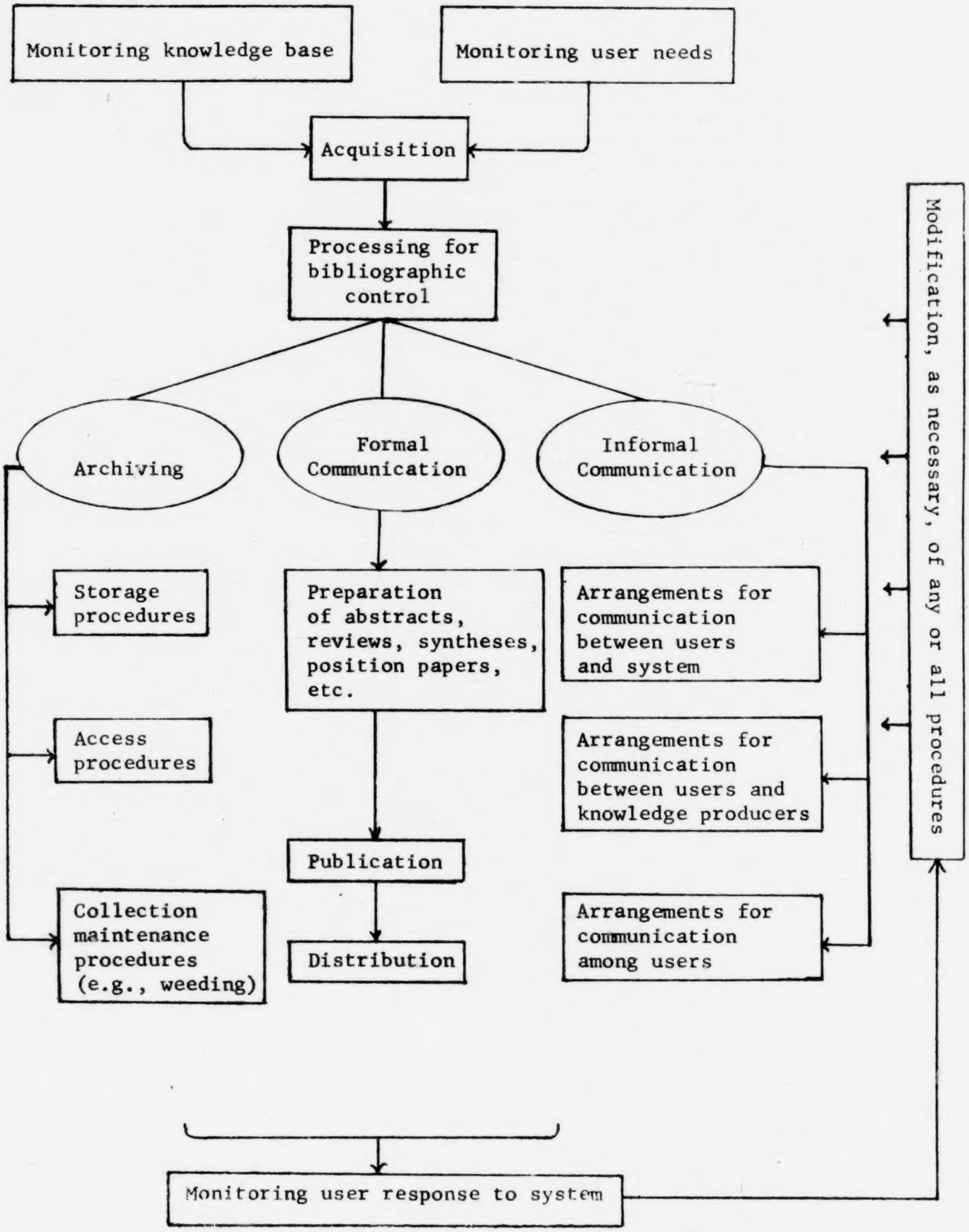
Expressed in the terminology of Figure 2 (page 3-14), early ERIC stressed archiving and subordinated the parallel functions of formal and informal communication. Although clearinghouses were encouraged to produce reviews and state-of-the-art papers, there was no procedure for distributing these products widely. To 99 out of 100 educators, they didn't exist.

A far more successful strategy for formal communication was initiated at the close of the 1960's. A continuing series of reports was published under the heading Putting Research into Educational Practice (PREP). PREP reports were commissioned on topics of highest current interest among educators. Writing and editing were relatively polished according to prevailing standards in educational R&D. PREP reports were directed primarily to state departments of education, with the suggestion that the states republish freely, under their own banners if desired.

Data from field studies showed that PREP reports were reaching much wider audiences than other ERIC products. Certainly far more educators read PREP than conducted ERIC searches.

PREP reports were only the vanguard of a series of user-oriented publications. Booklets on model programs (e.g., reading, compensatory education), an audiovisual "educational products minikit," and catalogs like ALERT (Alternatives for Learning through Educational Research and Technology) were created under ERIC and other auspices to apprise educators of the most promising programatic outcomes of educational R&D. "Repackaging the educational knowledge base" moved from the status of concept to successful practice in just a few years.

Figure 2. Simplified flow-chart of information system functions.


Monitoring knowledge base
Monitoring user needs
Acquisition
Processing for bibliographic control
Archiving
Formal Communication
Informal Communication
Storage procedures
Access procedures
Collection maintenance procedures (e.g., weeding)
Preparation of abstracts, reviews, syntheses, position papers, etc.
Publication
Distribution
Arrangements for communication between users and system
Arrangements for communication between users and knowledge producers
Arrangements for communication among users
Modification, as necessary, of any or all procedures
Monitoring user response to system

Yet to be solved, however, was the problem of bringing the full resources of the ERIC system to educators who were incapable or unwilling to conduct searches themselves. What could be done, for example, for the teacher who seeks research-based alternatives for teaching science concepts, or dealing with classroom behavior problems? What could be done for the guidance counselor who has been asked to recommend drug education films or career education materials?

Since it is not possible to pre-assemble and publish all kinds of wanted information in PREP-like formats, a system was needed that would establish contact between users and the ERIC knowledge base itself. An effective answer has been found recently in the extension model that is such a familiar part of Department of Agriculture service in this country. "Extension agents" can serve as intermediaries between users and the ERIC knowledge base, translating requests into the controlled language of the ERIC Thesaurus, conducting searches of ERIC resources, obtaining documents that are relevant to requests, conveying these documents to users, and in some cases translating from researchers' language to practitioners' language.

With the addition of an extension system, educational dissemination encompasses the three sets of functions shown in Figure 2. According to the sophistication of the user and the nature of his information needs, it becomes possible to approach ERIC via the traditional access procedures of an archive, via formal communications like PREP, or via informal communication with extension agents.

The important lesson to be gleaned from the ten-year history of federal effort in educational dissemination is not that some systems are ineffective, as early ERIC was, but that systems can evolve toward effective combinations of functions and channels for particular users. Systems that were established in the mid-1960's by professional associations and other organizations to rival ERIC have largely disappeared because of their inability to evolve beyond the archival phase.

The National Institute of Education is deliberating whether to operate an entire dissemination system, including cadres of extension agents, or operate only the archival and publication systems in support of extension agents deployed by state departments of education, school districts, and others. The emerging NIE policy will be of some consequence to states and school districts that cannot afford to field their own extension personnel, but other states and districts will proceed with the full multi-function/multi-channel service because they see the advantages of practicing education in an information-rich context. If the federal government adopts a retrenchment policy, it will be a state or consortium of states that develops and tests the next evolutionary phase of educational dissemination, whether it turns out to be multimedia packages using cartridge/cassette technology, local comprehensive one-stop resource centers, two-way cable video between schools and researchers' laboratories, or one of the many imminent developments we lack the imagination to predict.

SESSION NO. 4

PRESENT STRUCTURE AND FUTURE PLANS FOR EDUCATIONAL DISSEMINATION SYSTEMS

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide trainees with up-to-date knowledge of educational dissemination planning at various levels.

To suggest probable developments at the federal and state levels.

Upon completion of this module, trainees should:

1. Relate the past decade of educational dissemination systems growth to present inflections of that growth.

2. Understand the rationale of the recent federal-state partnership in this area, and be aware of alternative models or arrangements that have been proposed but not supported during this period.

3. Understand both the potential and the limitations of single-state and multi-state systems operating without significant federal assistance.

4. Understand the probable rationale of future federal planning in this area.

B. Participants

Trainers: Representatives of federal, state dissemination agencies.

Trainees: All

C. Summary of Module Activities

The federal representative begins the session by sketching the present and future federal educational dissemination activity as it appears to him. One or more state representatives respond to the points he raises and make additional comments based on their experiences and perspectives. General discussion follows.

D. Duration

One hour

SESSION NO. 5

FIELD VISIT TO AN EDUCATIONAL INFORMATION CENTER

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide trainees with an operational framework for the training activities.

Upon completion of this module, trainees should be able to:

1. Identify the major steps in the sequence of acquisition and processing activities
2. Identify the major steps in the sequence of reference and retrieval activities
3. Describe the Center's approach to current awareness services
4. Describe the major types of equipment used in an information Center
5. Identify the types of collections housed in or accessed by the Center and used for reference in answering information requests

B. Participants

Trainers: 1 tour leader

Trainees: All

C. Summary of Module Activities

The tour leader begins the tour with welcoming remarks and an overview of the sequence of activities to be covered by the tour. The tour leader then conducts the trainees through the Center, tracing the sequence of activities in acquisitions and processing of materials and reference and retrieval in response to information requests. Trainees are subsequently introduced to various special services provided by the Center and to the types of equipment the Center uses. At the end of the tour, the trainees have an opportunity to ask questions that they have noted during the tour.

D. Duration

Two hours

SESSION NO. 5

FIELD VISIT TO AN EDUCATIONAL INFORMATION CENTER

Guide to Information Center Activities

SESSION NO. 5

GUIDE TO INFORMATION CENTER ACTIVITIES

I. SEQUENCE OF STEPS FOR ACQUISITIONS AND PROCESSING FUNCTIONS

1. Determination of needs

2. Checking existing holdings to avoid accidental duplication

3. Consultation with sources and/or resource lists for acquisitions

4. Initiation of paper work for acquisitions

5. Checking incoming material against requested material

6. Action to recover missing items

7. Cataloging/indexing of new acquisitions

8. Physical processing of new acquisitions

9. Arrangement of Center collections

10. Record keeping and filing

11. Maintenance of retrieval tools such as card catalogs, book catalogs, and indexes

12. Maintenance of a resource file on innovative programs and local resource people, agencies, and organizations

II. SEQUENCE OF STEPS FOR REFERENCE AND RETRIEVAL ACTIVITIES

1. Receipt of information requests

2. Initial processing of information requests:

    (a) Negotiation of direct and telephone requests

    (b) Negotiation, if any, of requests made through intermediary or by letter

    (c) Logging of information requests, starting the inquiry form

3. Various types and levels of requests

4. Searching of inhouse fugitive and local collections

5. Searching of major resources

    (a) Manual searching

    (b) Computer searching

6. Searching program/people resource files

7. Screening Search results

8. Packaging of search results

9. Communications of search results

10. Client feedback

11. Record keeping

12. Quality control

III. OTHER CENTER ACTIVITIES AND EQUIPMENT

1. Special Services
    (a) Current awareness activities

    (b) Newsletters

    (c) Clipping services

2. Information Analysis products and special documents

3. Equipment

   (a) Microform equipment (e.g., fiche reproducers, fiche readers)

   (b) Audiovisual equipment (e.g., overhead projectors, tape recorders)

   (c) Computer-related equipment

SESSION NO. 5

FIELD VISIT TO AN EDUCATIONAL INFORMATION CENTER

Suggested Readings

1. Sherman, C. Neil, et al., The Educational Information Center: An Introduction, Los Angeles, California: Tinnon-Brown, Inc., 1969.
2. Weisman, Herman M., Information Systems, Services, and Centers. New York: John Wiley and Sons, Inc., 1972.

SESSION NO. 6

CONTRASTING SERVICE OPERATIONS

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To illustrate some of the variations in operational models and broaden the trainees' concepts of possible modes of operation.

Upon completion of this module, trainees should be able to:

1. Describe alternative techniques and procedures in acquisitions and reference activities.
2. Describe variations in Center services.
3. Identify differences in Center collections in content and/or organization.
4. Compare and contrast the political and organizational aspects of the Centers explored in this module and the preceding one.

B. Participants

Trainers: One information center Director or Retrieval Supervisor and one staff trainer

Trainees: All

C. Summary of Module Activities

The trainer who is coordinating this module first provides a brief introduction to the module and its objectives and to the Center Director, who will give the presentation. After some background remarks about his Center, the Director talks for seventy minutes on its activities and features, following the same sequence as the tour in Session No. 5. The session concludes with a question and answer period.

D. Duration

Two hours

SESSION NO. 6

GUIDE TO INFORMATION CENTER ACTIVITIES

I. SEQUENCE OF STEPS FOR ACQUISITIONS AND PROCESSING FUNCTIONS

1. Determination of needs

2. Check with existing holdings to avoid accidental duplication

3. Consultation with sources and/or resource lists for acquisitions

4. Initiation of paper work for acquisitions

5. Check incoming material against requested material

6. Action to recover missing items

7. Cataloging/indexing of new acquisitions

8. Physical processing of new acquisitions

9. Arrangement of Center collections

10. Record keeping and filing

11. Maintenance of retrieval tools such as card catalogs, book catalogs, and indexes

12. Maintenance of a resource file on innovative programs and local resource people, agencies, and organizations

II. SEQUENCE OF STEPS FOR REFERENCE AND RETRIEVAL ACTIVITIES

1. Receipt of information requests

2. Initial processing of information requests:
    a. Negotiation of direct and telephone requests

    b. Negotiation, if any, of requests made through intermediary or by letter

    c. Logging of information requests, starting the inquiry form

3. Various types and levels of requests

4. Searching of inhouse fugitive and local collections

5. Searching of major resources
    a. Manual searching

    b. Computer searching

6. Searching program/people resource files

7. Screening search results

8. Packaging of search results

9. Communication of search results

10. Client feedback

11. Record keeping activities

12. Quality control

III. OTHER CENTER ACTIVITIES AND EQUIPMENT

1. Special services

    a. Current awareness activities

    b. Newsletters

    c. Clipping services

2. Information Analysis products and special documents

3. Equipment

    a. Microform equipment (e.g., fiche reproducers, fiche readers)

b. Audiovisual equipment (e.g., overhead projectors, tape recorders)

c. Computer-related equipment

SESSION NO. 7

THE RESOURCE AND THE CLIENT SYSTEMS

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide a basic introduction to the resource system and the client system and to discuss some of the factors within each of these systems that affect knowledge dissemination and utilization.

Upon completion of this module, trainees should:

Have a general understanding of the knowledge production system including the kinds of agencies that produce knowledge, some of the factors that affect knowledge production and the effect the reward system has on horizontal and vertical information dissemination.

Understand the composition of the client system, be aware of some of the factors that affect information seeking, and be aware of the general adoption model.

B. Participants

Trainers: 1 instructor

Trainees: All

C. Summary of Module Activities

This will be a group discussion based on background material read by the trainees bfore coming to the training session.

D. Duration

1 hour

V. CONDUCT OF THE SESSION

- Step 1. Components of the Resource System (10 minutes)
  - A. print channels
  - B. other media channels
  - C. Informal channels
- Step 2. Sources of Information (5 minutes)
  - A. researchers
  - B. research and development groups
  - C. subject specialists
  - D. packagers
  - E. educators
- Step 3. Problems (10 minutes)
  - A. poor dissemination
  - B. poor reporting
  - C. lack of policy relevance and utility
- Step 4. Reasons behind the problems (5 minutes)
  - A. the reward system
  - B. the publication system
- Step 5. Who are the clients? (5 minutes)
  - A. state level personnel
  - B. district level personnel
  - C. school level personnel
- Step 6. Problems in Interacting with Resource System (15 minutes)
  - A. time
  - B. access
  - C. reward
  - D. need
  - E. overload
  - F. evaluation
- Step 7. The Knowledge-Flow Process (10 minutes)
  - A. multi-step flow
  - B. opinion leaders
  - C. innovators
  - D. defenders

The Resource System

The resource system is the knowledge base - that is it is the system that produces the knowledge and packages it for access by the client system. To further understand the diversity of the resource system, consider some of the many 'resources' it includes.

1. Components of the resource system.

Since the most common medium for information storage is print, let us first consider the various forms of storage of print. First, there are the formal print channels (e.g. the traditional channels). The basis for the formal channels is the journal article or paper. The journal articles are cataloged and reduced into secondary formal print sources such as indexes and abstracts. In addition, there are tertiary sources, such as reviews which collect and synthesize groups of papers. Finally there are books, which can either be reviews, and thus based on journal articles, or they can be complete original compositions.

In addition to the formal sources or channels, there are also a number of informal print channels. These channels are similar to the formal channels, but since they are not distributed through a formal mechanism, they often lack archival permanence - that is they are seldom cataloged and they often tend to 'disappear' over time. Sources of this type include informally circulated papers, monographs, and technical reports.

Another source, often overlooked in the resource system, is the human resource. Human resources are consultants or subject specialists - individuals possessing a large amount of information on a particular topic.

Other sources include audiovisual sources, such as tapes, films, videotapes, etc. Unfortunately, the cost and time requirements of producing these sources makes it difficult to use them as efficient channels for providing up-to-date information, so they tend to be used more for illustration and demonstration purposes.

2. Sources of Information

The information fed into the resource system comes from a variety of sources: researchers prepare reports describing their research; subject experts prepare guidance for teaching specific topic areas; research and development groups issue papers describing and explaining how to use their latest products; innovative educators and field researchers perpare case studies describing the acceptance of program innovations; and experienced teachers and subject specialists write 'how to' articles describing how to conduct a new type of program. In short, nearly everyone in education, from researchers on down is a potential source for the resource system.

3. Problems

Unfortunately, there are a number of problems which affect the operation of the resource system.

Poor dissemination - One of the greatest problems is that of poor dissemination. Many researchers tend to use only informal channels to report their findings - finishing only with a technical report or monograph which has only limited distribution. In such cases, the distribution is generally to the researcher's peers - that is a horizontal distribution to people of the same level of expertise. Vertical dissemination - that is disseminating the results to those who can apply it in actual situations (practitioners, rather than researchers), is generally either ignored, or left to others.

Poor reporting - Another common problem is the resource system is poor reporting. This area covers problems such as use of scientific jargon, failure to properly interpret findings, improper or incomprehensible statistics, etc.

Lack of policy relevance and utility - Much of the federally funded research in education today is mission oriented - research applied to solving specific problems. Unfortunately, many of the researchers active today still prefer to do basic research - particularly in universities, where applied research is considered 'less proper' than basic research. Although researchers accept funding to do mission-oriented research, they continue to do basic research. The completed research often has no policy relevance, and only infrequently are the results translated into policy-relevant statements. This problem may become less common as the federal government continues to stress applied research - particularly if researchers are made accountable for their work.

4. Reasons behind the problems

The reasons behind these problems generally have to do with the organization of the research community. In particular, the reward system in science, and the publication system both contribute significantly to the problems discussed above.

The reward system - The researcher receives his rewards from his peers, not necessarily from those who will use the results of his work. This statement has a number of implications. For example, since the researcher receives his rewards from his peers- either in the form of promotions, aclaim, etc., it follows that most of his efforts to disseminate his work will be directed towards his peers - e.g. horizontal dissemination. Since basic research has more prestige than applied research, it also follows that the reward system currently gives more "credit" for it. Consequently, researchers prefer to do basic research. Also, since applied research builds upon already completed basic research, the scientist may feel less "visible" to his peers when conducting applied research, while at the same time worrying because he is not where the action is - out in the forefront of his field doing basic research.

The publication system - The publication system also places constraints on the resource system. Before it is published, a journal article must first be reviewed by a group of editors, and possibly be revised and reviewed again. After acceptance, the article must wait until there is space for it in the journal. All this takes time - called the publication lag. In some fields the publication lag is as long as 18 months.

Because of this lag, the researcher often feels publication is not worth the effort. Since he is really only trying to reach a certain group of peers, it is easier for him to write up his study and distribute it informally. Normally this is done before a paper is presented for publication anyway, so, he reasons, since everybody who counts has already seen my paper, why go through the fuss and bother of publication?

5. Summary

In summary, the points covered concerning the resource system include:

1. The resource system is responsible for the production and packaging of knowledge. This knowledge is transmitted through a variety of channels including print channels, electronic media channels, and through interpersonal channels.
2. The knowledge produced in the resource system comes from people occupying nearly every possible role in education.
3. There are a number of problems affecting the operation of the resource system. Among them are: poor dissemination, poor reporting, and lack or relevance or utility.
4. Two major causes of these problems are the reward system in science and the publication system.

THE CLIENT SYSTEM

The clients you will deal with come from two areas - professional educators, at the state, district and school level; and "civilian" advisors - school board members, PTA groups, etc. The second group is not really a major target area, however we will start by describing various professional groups.

At the state level, according to recent figures, there are some 825 administrative personnel, 5,221state-wide professional staff members, and 1,583 regional staff members.

In additional 26 states have intermediate administrative units with a total of 2,300 superintendents and other administrative staff, 1,372 consultants and supervisors of instruction, and approximately 850 other professional personnel.

At the district level, things continue to change. The number of school districts is steadily declining (from 26,983 in 1965 to 18,244 in 1969). Although it is difficult to give accurate district totals, in general, there are approximately 5 schools per district, 103 teachers per district, and 2,308 students per district. (All figures based on running means across multiple reports for two consecutive years).

In 1968 there were some 93,241 schools serving 44,687,332 pupils with 1,893,954 teachers. The mean number of pupils per school was 479 and the mean teachers per school was 20.3. In addition, there were 85,507 principals or assistant principals, 29.005 consultants or supervisors of instruction, 33,838 librarians, 41.716 guidance personnel 4,665 psychological personnel, and 12,548 other non-supervisory instructional personnel.

2. Problems in Interaction with the Resource System

Now that we have a limited picture of the size of the client system, let's zero in on the problem area of major concern - interaction with the resource base. To start, let us turn to some of the problems found in this area.

Time - Time is one of the greatest problems in dealing with the resourse system. The educator's time is closely scheduled during the working day (and often at night) and leaves little room for dealing with information.

Access - A second major problem in dealing with the resource base is access. Even if time were available, the information is not readily at hand, but is usually stored in some central, but usually remote, location. Both access and time tend to interact - to get access requires more time, etc.

Reward - The administrative structure found in most schools and districts does little to encourage interaction with the resource system. The reward system is usually based on seniority, with little encouragement provided for innovation except personal satisfaction.

Need - Because of the various problems discussed above, there generally has to be an awareness of a specific need to encourage interaction with the resource system. Often the combined effects of time, access and reward tend to delay if not completely destroy any awareness of need.

Overload - For those educators who do have the time, the need and access to the resource system, the mass of information available in the system may overwhelm them. The volume is so great that the task of identifying and obtaining relevant information is becoming increasingly difficult.

Evaluation - One last problem deals with the evaluation of materials obtained from the resource system. The problem here is essentially one of establishing the credibility and validity of the material identified, and putting the information in the proper perspective.

All these problems tend to serve either as barriers to keep the client from using the resource system or as deterrents to discourage him from using it. Given all these problems, let's next look at how the knowledge flow process works.

3. The knowledge flow process.

Until the development of mass communication research following World War II, most researchers felt that knowledge flow was a direct process - an individual gained knowledge about a particular process or product personally - either by trial or by reading about it. Now, most researchers agree that social processes are far more important in the transmission of knowledge. This multi-step flow theory suggests that knowledge flows through informal channels. These channels begin with an 'opinion leader' - someone who does interact with the resource system and, in turn, passes the information to others who come to him for for advice. The information then moves from the opinion leader, through those who consult him directly, to the rest of the group. The role of opinion leader may be topic specific- requiring a number of opinion leaders to cover the range of available topics in a particular group.

Another person who is active in the knowledge flow and adoption process is the innovator. He is willing to experiment and try new techniques, practices, etc. He may, in addition, be an opinion leader, however opinion leaders, in general, serve as information sources only and are not willing to innovate for fear that an unsuccessful experiment may affect their credibility as opinion leader.

A third role in the knowledge flow- innovation process is the defender. A defender is one who plays the conservative role in the process- criticizing new ideas and innovations as the are proposed and introduced. It may appear that this role is essentially a negative one, however we should point out that there are 'fads' in education, as elsewhere, and one function the defender serves is to encourage thoughtful consideration of any proposed new practice.

4. Summary

The major points discussed concerning the client system include:

1. The client system is extremely large and very diverse.
2. A number of problems constrain the clients from interacting freely with the resouces system, including: time, access, reward, need, overload, and evaluation.
3. Knowledge is generally transmitted through the client system via interpersonal channels. These channels interface with the resource system through opinion leaders. Other roles you will confront in this informal system are the innovator and the defender.

SESSION NO. 8

THE LINKAGE SYSTEM

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide a basic introduction to the linkage system, introduce a set of models for linking institutions, and discuss various personnel roles.

Upon completion of this module, trainees should:

Understand the role of the linkage system in the dissemination and utilization of knowledge.

Be aware of some of the models that could be used to design linkage systems, and the advantages and disadvantages of each.

Know the various types of personnel roles involved in the linkage system, and in each of the various linkage models.

B. Participants

Trainers: 1 Instructor

Trainees: All

C. Summary of Module Activities

This is a group discussion based on background papers read by the tranees prior to the session.

D. Duration

One hour

V. CONDUCT OF THE SESSION

Step 1. Problems	(10 minutes)
A. overload	
B. marginality	
Step 2. Current Linkage Structures	(10 minutes)
A. libraries	
B. information centers	
C. information center/field agent combination	
Step 3. Models of Possible Linkage Structures	(20 minutes)
A. information center	
B. information center plus liaison personnel	
C. information center plus field agents	
D. information center, needs analysis, print distribution	
E. information center, needs analysis, multi-media distribution	
Step 4. Roles	(5 minutes)
Step 5. Group Discussion on Linkage System	(15 minutes)

The Linkage System

The linkage system is the whole reason for this training session - to train you to become members of a new type of active linkage system.

As mentioned earlier, the linkage system is used to move information and knowledge from the resource system to the client system. In fields such as education, where the client system (the educators) is so far removed from the respurce system, it is essential that a strong linkage system be developed and maintained, if information is to flow the the resource to the client system. As we are all aware, this has not been and is not now the case.

1. Problems

The linkage system is in the unfortunate position of having to cope with both the problems of the resource and the client systems, as well as problems specific to linkage. The problems associated with the resource and client systems have already been discussed, however we should consider a few linkage-specific problems.

Overload - The vast amount of information available from the resource system creates overload - there is just too much information avaiable to be processed and transmitted.

Marginality - Another problem is the status of the linkage channel. Generally the linkage agency - be it a library, and information center, or, perhaps, and extension agent - is not part of the system it serves. This leads to problems when trying to encourage both acceptance and utilization.

2. Current Linkage Structures

The library - The library is certainly the most common linkage channel in use today. Essentially, the library collects information from the resource system, generally in the form of print, and catalogs and stores it so it is accessible to the client system.

Unfortunately, there are problems with the library as a linkage channel. One, mentioned earlier, is access - the library cannot be located immediately adjacent to every client, so clients must come to it to use it. Also, to utilize the library properly, the client must invest time - first in learning how to use the library, and secondly, in searching for the materials he (or she) wants. In general, it seems fair to say the library has a very passive role as a linkage channel - it requires the client to do most of the work.

The information center - The information center (such as an ERIC Clearinghouse or a state or local educational information center) is really a subject-specific library with a slightly more active linkage posture. Like the library it identifies, collects and maintians information from the resource system, again, generally in print format. Unlike the library, the information center specilizes in information on a specific topic or range of topics.

Also, unlike the library, the information center is oriented more towards serving remote clients. The center receives requests from clients, conducts a search to obtain the requested information, and then sends it to the client.

The information center is a much more active linkage channel than the library - it is more accessible and requires considerably less effort on the part of the client to obtain information.

The field agent - A third linkage channel is the field agent - a person who works within the client system, interacts with clients, and, in general, serves as an 'advance man' for an information center. Because he can deal directly with the clients at their place of work, the field agent can work with them to 'negotiate' their information need, obtain feedback from them after they receive their information, and later check with them to see if they need additional information. The agent-information center combination is by far the most active of the linkage channels, and is the one that appears to be most effective in meeting the various problems of the linkage system.

3. Linkage Models

One of the major tasks in developing this training package was to develop a series of models for different types of linkage organizations. The models, which follow, all assume 1) availability of resources, 2) a range of personnel roles, 3) a non-profit linkage organization, and 4) a subsidized (either federal or state) operation. Variables that differentiate between the models include: targets (either individual clients or groups of clients); occurance of transactions (either episodic or scheduled); delivery of information (either print, other media or human resources); and products (either citations or abstracts, primary information, synthesized or compressed information, or answers to specific questions).

Model 1 - A central reference facility (information center) answers individual requests submitted by mail and via a telephone hotline.

Model 2 - Same as model 1, except, field liaison personnel (not paid linkage personnel) are added.

Model 3 - A central reference facility supporting a field agent system.

Model 4 - A central reference facility 'keeping tabs' on client needs through user needs studies and issuing scheduled reviews or newsletters to specific client groups.

Model 5 - Same as model 4, but use multi-media approach, including cable television, etc.

4. Linkage Roles

Within these models, there are a number of roles - most of which are common to nearly all models. The first four, project director, project manager, print resources specialist and human resources specialist, are common to all five models. The field agent, is used only in model 3, the editor/publications specialist in model 4, and the media specialist in model 5.

The roles include:

Project Director - responsible for overall operation of the system.

Project Manager - responsible for day-to-day operation.

Print Resources Specialist - responsible for building, maintaining and searching the print knowledge base maintained by the center.

Human Resources Specialist - responsible for identifying and maintaining liaison with consultants and subject experts who serve as human resources.

Editor/Publications Specialist - responsible for repackaging materials in print.

Media Specialist - responsible for repackaging materials in forms other than print (e.g. television, films, etc.)

Field Agent - serves as interface between the information center and the individual client.

5. Summary

1. The linkage system must overcome the problems of both the resource and the client system and serve as an interface between them to facilitate the transfer of information.

2. Problems specific to the linkage system include overload and marginality.

3. Current linkage organizations include libraries, information centers and the information center/field agent combination. These organizations are progressively more active, that is, the information center requires less from the client than does the library, and the center/field agent combination requires the least effort on the part the client, hopefully increasing the probability of client acceptance.

4. There are a number of models for the development of a linkage institution. The models differ primarily in type

of target, occurance of transaction, delivery channel and products.

5. There are a number of role positions common to all of the models and some that are model specific.

SESSION NO. 9

INITIAL CONTACT WITH SCHOOL PERSONNEL--A

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide a basic introduction to the field agent's task of establishing himself in the district to which he is assigned.

Upon completion of this module, trainees should be able to:

1. Understand the variety of functions to be performed and types of situations to be encountered.
2. Identify the kinds of interpersonal relationships that might be developed with administrators and educators within their district.
3. Explain some of the considerations involved in gaining initial access and acceptance for themselves and their services.

B. Participants

Trainers: A moderator and three panel members

Trainees: Field Agents and Project Managers/Directors

C. Summary of Module Activities

The moderator will begin by outlining the session objectives and providing a description of the role of a field agent as it relates to this session. He will make a summary statement regarding several different aspects of school district organizational patterns. The moderator will then lead the panel members in a discussion of the following three topics:

"Typical Areas of Field Agent Involvement"

"Interpersonal Relationships with District Personnel"

"Initial Access and Acceptance"

A brief question and answer period will be conducted following the discussion period in which session attendees will be given the opportunity of asking questions of the panel members. The session will be concluded by a summary statement presented by the session moderator.

D. Duration

Two hours

SESSION NO. 9

INITIAL CONTACT WITH SCHOOL PERSONNEL--A

Introduction to the Educational Field Agent

Introduction to the
Educational Field Agent

The enrichment of our human environment--like efforts to preserve and improve our physical environment--depends on the rapid dissemination and accurate application of information. In the educational field, large as well as small networks, in many locations and levels, are being formed to make possible better utilization of a current knowledge and research in education. New skills are required to make these networks function.

A key role in this system of networks is played by the local educational field agent. The field agent may be located at the region, district, or school level. One of his more important functions is that he serve as a linking agent between the research world and the day-to-day educational world of the administrator and teacher. He may also be considered a potential change agent within the educational process. Ideally, everyone makes decisions from a knowledge base. The job of the field agent is to help the decision maker (client) acquire as large a knowledge base as possible before making the decision. Working as a linker, he serves a particular client by negotiating a specific problem with him, retrieving information pertinent to this problem, transforming the information into a package of material understandable to the client, and communicating the problem-related information in such a way as to fulfill the client's initial request or need. Through both self- and client-generated feedback, the field agent synthesizes the data collected and evaluates it to see if the client's goal was met.

The role of the field agent is a very necessary and exciting one. There is so much information being produced and so many projects being carried out that it is an impossibility for the educator who works day to day with students to keep up. There are people working within the same building who could be of great help to each other if they were only aware of each other's strengths. The educational field agent must become more responsive to the changing nature of life, and be able to use the vast amounts of experiences recorded on paper or in people. The challenge of the field agent is to get the front line educator and the information together, and aid in the interpretation, utilization, and evaluation of the results. There are no panaceas. However, with a conscientious effort on the part of the field agent, the gap between the knowledge that is available and what is being used in education will become smaller. Without this effort, education will never become the tool to improve life that it could and should be.

SESSION NO. 9

INITIAL CONTACT WITH SCHOOL PERSONNEL--A

Gaining Access and Acceptance

[Reprinted from Sieber, Sam D. et al. The Use of Educational Knowledge: An Evaluation of the Pilot State Dissemination Program, New York: Bureau of Applied Social Research, Columbia University, 1972. pp. 71-77.]

SESSION NO. 9

GAINING ACCESS AND ACCEPTANCE

The first issue facing each field agent was how to sell his service to the educational community. Initial activities were, therefore, publicizing the program, and in the process of publicizing trying to stimulate requests. Prior to starting the job, none of the field agents felt that this effort would comprise one of their more difficult tasks. In fact, however, it proved to be very time-consuming for some of the field agents, and a number of false starts were made. The following cases are illustrative:

> A field agent made initial publicity visits to each school in the district. In regularly scheduled faculty meetings the purpose of the program was explained, and the procedures for retrieval of material gone over in detail. After this series of meetings (where a few requests were received) the field agent waited for people to call her and request the services. After a week or two she was not receiving requests from teachers and began doing some research for the Superintendent of the district in order to gain rapport. Realizing that her initial publicity attempts had not been successful, she adopted two other modes of gaining access: 1) She took advantage of a district-wide textbook fair by setting herself up in a booth with literature on the program. And she reported that a number of individuals came up and asked her for

more information about the program and how they could contact her. 2) She arranged to meet with small groups of teachers in each school on a more informal basis to discuss the problems that they saw in their classrooms. She found that people were more willing to open up about their needs and problems on an individual level than they had been at the larger faculty meetings. This field agent has concluded that formal meetings provide insufficient publicity for a program that requires considerable interest and participation from individual persons in the schools.

Another field agent, who handled several districts, made initial visits to many of the principals and Superintendents in the area, as well as giving a formal presentation to a joint meeting of all the Superintendents. Next, he sent a letter, which was distributed by the principals, to all teachers in his area. This method proved to be quite ineffective as a means of stimulating requests, and the field agent finally decided that the best means of reaching the teachers was to visit in the school lounges, listen to the issues that the teachers themselves raised, and show them how the program could be of use in meeting some of their needs.[1] These meetings produced a number of requests from individual teachers. In addition, this field agent had access to an internal television set that served all of the districts. A short videotape aired over this system also helped to reach a a large number of educators, although the field agent noted that this means of contact served only as a supplement to face-to-face contact.

Another field agent had been a Superintendent in the state where he was now serving. Consequently he enjoyed a number of longstanding personal relationships with administrators in his area. Taped interviews indicated that this personal familiarity was very useful in stimulating initial positive response to the program, partly because the client felt a desire to cooperate with a friend, and partly because it was not necessary for the field agent to legitimize to them his interest in and understanding of school problems on an administrative level. This field agent then relied on the principals to disseminate knowledge about the program to their teachers, a method which may be effective in the long run but failed to produce many requests in the short run.[2]

A completely different method of publicizing the program was adopted by a fourth field agent. This individual met with principals at regularly scheduled district meetings. After a brief explanation of the program, he used a "force field" technique for diagnosing a problem volunteered by one of the principals in the group. The emphasis in the presentation was on the technique of diagnosing school problems, rather than on describing the information services of the program. Consequently, it seemed to have rather poor results in stimulating an interest in acquiring information. In fact, many of the principals were rather confused by the procedure. This agent relied on the principals to publicize the program among their teaching staffs.

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[1] Many teachers did, however, remember the field agent's name from the letter which indicates that this effort was not totally unfruitful.

[2] At the end of the observation period, this agent was still receiving a majority of his requests from administrators.

A fifth field agent sought to meet with groups of teachers. Because of the limited time allotted for his presentations in regular faculty meetings (only about five to ten minutes), and his expressed concern for helping teachers with their "problems," he was received with skeptical caution. In one instance, a teacher who had heard his presentation reported that the group was simply amused by his presumption that he had come to solve their "problems." "What problems? Why, we don't have any problems!" was the spirit of their reaction.

At the beginning of the second year of the program, both agents in one state developed publicity films which could be shown within the schools in their target areas. These films served to remind local educators about the availability of the program and to reach individuals who had not been contacted personally during the first year. Since the agents were, at this point, very busy in handling requests, they had less time to spend on individualized publicity, and this mass communication technique seemed an efficient way of generating renewed interest at the beginning of the school year.

After one agent had been in the field for several months, she developed a target area newsletter which incorporated descriptions of the activities of the pilot project. In this newsletter, she listed all of the requests that had been made in the target areas over the past month. Seeing what other educators had ordered often stimulated interest in receiving the same information.

These cases highlight some of the points that may be made about the process of gaining access to school personnel and publicizing the service. Although the number of cases was small, a certain consistency in outcomes allows us to draw some tentative conclusions about the initial phase of presenting the program.

Meetings with large groups of people created a certain level of awareness, particularly among individuals who were already predisposed to use a variety of resources in gaining information. Group meetings did not, however, provide a sufficient understanding of the functions of the program and the ways in which the information resources of the program may have related to an individual educator's specific needs. Several factors may account for this. Large meetings tend by their very nature to be formally organized, and there is usually little two-way communication between the speaker and the listeners. Thus, any confusion or uncertainties about the explanation of the program often remain unclarified. Also, group members tend to be reluctant to ask questions about how such a service might relate to their own individual problems because they are unwilling to highlight the fact that they do have problems in front of a large formal group of peers. Finally, educators are probably overexposed to meetings in which new programs, projects, curriculum developments, etc., are explained and endorsed, and consequently have a tendency to listen to such material with only half an ear.

A second lesson that may be learned is that meetings with small groups of teachers (or committees) seem to be a very successful technique of stimulating interest in the program. Since teachers often have unarticulated problems or needs, informal and exploratory discussion with the field agent creates a supportive group atmosphere which stimulates thinking about ways in which they might work on these problems together. In effect, the program becomes more meaningful since the teachers can begin to relate the potential resources of information to their own common situation. Individual meetings between a field agent and a teacher or administrator serve a similar function but are somewhat less efficient for reaching a larger number of people.

Third, prior familiarity with certain individuals or school systems tends to facilitate understanding between field agents and potential clients. The total "outsider" status of the field agent is more quickly transformed into the partial "insider" status which the field agent must assume if he is to work in depth with a need or problem.

Fourth, it is unwise and ineffective to emphasize the need for in-depth diagnosis of problems when explaining the program. This diagnostic technique tends to antagonize some individuals who may understandably ask themselves why an outsider assumes that he has a better grasp of their situation than they themselves have. Also, a strong diagnostic orientation may serve to divert the attention of potential clients from the fact that information may help them with those felt needs that they experience every day.

Fifth, all of the field agents generally agree that it is important to gain initial acceptance, if not enthusiasm, from top administrators before proceeding to lower levels of the school system. A hostile Superintendent or principal can quash even the most active interest among lower level participants.

A general point that deserves emphasis is that in all of the states where the field agent confronted either a large district or several districts, the process of fostering awareness was much more time-consuming than originally anticipated, frequently running into months. One reason was that the process of publicizing the program soon overlapped with involvement in working with the first requests of clients. As the agent became engaged in retrieving and discussing information with clients, he tended to postpone encounters which were intended only for trust-building. Thus, four months after the project had started, one field agent had not even visited several schools in his target area. Another field agent, who had realized early that the process of building awareness would be time-consuming, did not actively solicit requests during his initial visits, but waited until a second round of visits. This strategy took him five months. Thus, although most of the field agents have felt that gaining access was not terribly difficult (in the sense that they did not meet with resistance or lack of interest in the program in most areas), it nevertheless required a tremendous amount of time and effort.

Related to the above is an observation based on the experiences of field agents who initially attempted to use either written material or the grapevine for publicity purposes. Although some requests will usually result from this more indirect type of communication, it is inadvisable to rely on these methods alone if there is an interest in reaching people who are timid about using new resources. If the field agent wishes to reach those typical members of the educational system who are not aggressive innovators or self-starters, it is insufficient to wait for people to come to him for the service. Active "selling" has been recognized as a clear necessity by several of the field agents.

A final point is that initial publicity procedures are very time-consuming, and as the agent becomes more established in the target area and begins acquiring a heavy case load of requests, he will inevitably have less time to spend on intensive publicity. In such cases, he may wish to engage in more mass media efforts, such as films, newsletters, etc. Once a certain level of awareness in the schools is reached, such efforts may have more impact.

SESSION NO. 10

ESTABLISHING AND ORGANIZING THE COLLECTION

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To acquaint trainees with some basic materials that might form the core of the Center's collection, with some of the alternatives in building the inhouse collection, and with some procedures that might be used in handling local and fugitive materials.

Upon completion of this module, trainees should be able to:

1. Identify some of the major reference and announcement tools in the field of education and describe their scope and arrangement
2. Outline alternative procedures for acquiring, processing and maintaining a collection of local and fugitive materials
3. Describe several kinds of materials that might be included in a fugitive collection
4. Identify some types of criteria that might be used for including material in the Center's collections

B. Participants

Trainers: 1 instructor [and an information center staff member]

Trainees: Retrieval specialists

C. Summary of Module Activities

The module begins with a presentation by the instructor on the types of materials an information center might have and the ways in which the information center's collection might be unique. The instructor then introduces some basic tools that might be used by the retrieval specialist in working with the collection and in conducting searches. The trainees examine the tools individually, recording the important features of each. Following this exercise, the instructor presents several considerations involved in the maintenance of a fugitive and local collection. The module concludes with small group exercises in the handling of fugitive documents and a group discussion of exercise results.

D. Duration

Three hours

SESSION NO. 10

ESTABLISHING AND ORGANIZING THE COLLECTION

Bibliography Forms

BIBLIOGRAPHY FORM

1. Author____

2. Title____

3. Publisher__________________City__________State________

4. Date(s) of Publication______________________________

5. Scope____

____

6. Special features__________________________________

____

7. Limitations, if any_______________________________

____

8. Use____

____

9. Comments:

[20 copies per package]

SESSION NO. 11

INITIAL CONTACTS WITH SCHOOL PERSONNEL--B

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To emphasize the importance of the field agent's task of explaining his role and related project activities to the various administrators and educators with whom he works and serves. Also, to provide the trainees with the opportunity of participating in one or more role-playing exercises designed to demonstrate the similarities and differences in client attitude they may encounter in their initial contacts with different users/user groups.

Upon completion of this module, trainees should be able to:

1. Prepare for presenting their role and services in making initial contacts with different user groups.
2. Explain the need for sensitivity to the differences among users--and user groups--that will, in turn, affect the approach they use
3. Recognize the basic similarities that exist in interactions with individuals in all types of positions

B. Participants

Trainers:	A session moderator and one or more of the panel members who participated in Session No. 9
Trainees:	Field agent

C. Summary of Module Activities

Following a brief introduction by the session moderator regarding the purpose of the module, trainees will participate in a series of five role-playing exercises. The five role-playing exercises to be demonstrated and discussed during this session will simulate interviews between field agent and:

- Agency administrator
- Agency staff member
- School district superintendent

- School district principal
- School teacher

The purpose of the role-playing exercises is to develop a point of departure for the discussion periods that follow each of the exercises. The enactment of these situations will provide all attendees with some insight regarding the effectiveness of different approaches and the kinds of statements and responses that might result within a given situational context. For each exercise, a trainer will:

1. Introduce the trainees who are to participate in the role-playing exercise, and get them started by either reading or paraphrasing the "set the stage" information
2. Observe the trainees and make comments if necessary to redirect the discussion or keep it moving
3. Be prepared to critique and/or discuss the exercises in terms of the major points made by each participant

After all five exercises have been completed, the session moderator will summarize the overall results of the role-playing exercises and discussion periods.

D. Duration

Three hours

SESSION NO. 11

INITIAL CONTACTS WITH SCHOOL PERSONNEL-B

Role-Playing "Set the Stage"

The following pages set the stage for role-playing situations that will be used in the session.

1. Field Agent/Agency Administrator

   The field agent reports to his agency during the absence of its chief administrator, who is on vacation. The assistant to the chief administrator advises the field agent to set up his office and then go ahead and get acquainted with district personnel. Three weeks later, the agency chief administrator returns from vacation and immediately requests a meeting with the field agent. The stated purpose of the meeting is to discuss the results of the field agent's initial contacts with district school personnel. However, the chief administrator quickly moves to the subject of setting up guidelines for the field agent's future mode of operation within the agency. The guidelines include items such as who the field agent should not contact, written regarding his discussion with clients, and some rather firm suggestions as to how he should go about making his initial presence known within the district. The agency chief administrator begins the conversation by greeting the field agent as he enters his office.

2. Field Agent/Agency Staff Member

   The field agent is asked to share an office with an agency staff member who has been serving as a consultant to district school personnel in addition to his regular agency duties. While the staff member complains about the excessive time that the consultant role duties have taken away from his regular job, he also is somewhat hesitant about someone else taking over the portion of his job that has afforded him a certain degree of status and prestige. The staff member begins the conversation by telling the field agent that he is very pleased to have someone in the agency who can help him with his consulting duties.

3. Field Agent/School District Superintendent

   The school district superintendent has devoted considerable time and effort in establishing himself as a buffer between what he considers to be the "red tape operation" of the field agent's agency and his school district. The field agent is faced with the problem of selling himself and his services to the superintendent without getting involved in the political struggle between his agency and the superintendent. The superintendent speaks first.

4. Field Agent/School District Principal

   The field agent is meeting with a high school principal who is not sure of the field agent's role in the school district. The principal, because of his lack of information regarding the role of the field agent and the potential value of the field agent's service, is thinking about setting up some rather complicated and time-consuming restrictions related to the field agent's freedom of access within his school. The field agent is attempting to inform the principal regarding his role and is hopeful the restrictions the principal has been alluding to will not be formally imposed. The field agent speaks first.

5. Field Agent/School Teacher

The field agent is meeting with a junior high school student counselor who is upset because a teacher in his school, who never refers any of students to the counselor, has been provided a rather extensive package on the "counseling of junior high age students." The field agent, sensing the personal threat the counselor feels regarding the teacher's interest in student counseling, speaks first.

SESSION NO. 12

NON-ERIC SEARCH STRATEGY AND RETRIEVAL

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To introduce trainees to the use of the Center's resources in answering information requests and the management of records for in-process and completed searches.

Upon completion of this module, trainees should be able to:

1. Describe some of the considerations in selecting resources to answer an information request and outline an approach to filling the request.
2. Plan and perform a search of non-ERIC resources.
3. Develop a form to be used in recording search activities and maintaining search records.
4. Explain the role of previous searches in the development of a search strategy.

B. Participants

Trainers: 1 instructor [and an information center retrieval specialist]

Trainees: Retrieval specialists

C. Summary of Module Activities

Following a brief introduction to the module, the instructor presents some of the decisions and actions involved in planning a search. The trainees then practice developing search strategies involving one or more non-ERIC resources and share their decisions in a group discussion of the exercise. Next, the trainees participate in an exercise using indexes and other tools to retrieve non-ERIC materials. Finally, the trainees examine some sample search forms and discuss their use.

D. Duration

Three hours

SESSION NO. 12

NON-ERIC SEARCH STRATEGY AND RETRIEVAL

Search Strategy Forms

These two forms are examples of "shopping lists" used to plan the search strategy or approach. The first form, reproduced from the Far West Laboratory EIC training materials, gives a hypothetical list of resources that might be available. The second form was developed by a real center, no longer in operation, and lists actual resources that were available to and used by that center.

A checklist of this sort is extremely useful when a center has multiple resources available, since it not only helps to ensure that all resources are considered, but also serves as a record of the search strategy.

SEARCH REFERRAL FORM*

NAME OF USER	DATE OF INQUIRY
INQUIRY (BRIEF)	
SEARCH TERMS	

GENERAL REFERENCE BOOKS IN EDUCATION

- ☐ Dictionary of Education
- ☐ Digest of Educational Statistics
- ☐ Documentation in Education
- ☐ Education Directory
- ☐ The Educator's Encyclopedia
- ☐ Encyclopedia of Educational Research
- ☐ Fundamental Reference Sources
- ☐ Handbook of Educational Research
- ☐ How to Find Out
- ☐ Human Behavior: An Inventory of Scientific Findings
- ☐ International Encyclopedia of the Social Sciences
- ☐ Personality Tests and Reviews
- ☐ Reading Tests and Reviews
- ☐ A Selected Guide to Curriculum Literature
- ☐ The Sixth Mental Measurements Yearbook
- ☐ Sources in Educational Research
- ☐ The Teachers' Library
- ☐ Who-What-Where-When-How-Why Made Easy, a Guide to the Practical Use of Reference Books

INDEXING & ABSTRACTING SERVICES; BIBLIOGRAPHIC REVIEWS

- ☐ America's Education Press
- ☐ Book Review Digest
- ☐ Books in Print
- ☐ Current Contents: Education
- ☐ Current Index to Journals in Education (CIJE)
- ☐ Education Index
- ☐ Education Selections from ERIC and NTIS
- ☐ El-Hi Textbooks in Print, 1971
- ☐ The Elementary School Library Collection
- ☐ Forthcoming Books in Print
- ☐ 4000 Books for Secondary School Libraries: a Basic List
- ☐ Guide to Periodicals in Education
- ☐ Index to Computer Assisted Instruction
- ☐ Monthly Catalog of United States Government Publications
- ☐ PREP (Putting Research into Educational Practice)
- ☐ Psychological Abstracts
- ☐ Research in Education (RIE)
- ☐ Senior High School Library Catalog
- ☐ Statistical Abstract of the United States
- ☐ Subject Guide to Children's Books in Print, 1970-71

GUIDES TO MEDIA & CURRICULA PRODUCTS

- ☐ The Audio-Visual Equipment Directory
- ☐ Audio-Visual Market Place: a Multimedia Guide
- ☐ Audio-Visual Source Directory for Services and Products
- ☐ AVI Guide to New Products
- ☐ Basic Reference Shelf on Museums and Media
- ☐ Educational Product Report
- ☐ Educator's Progress Service Series
- ☐ Educator's Purchasing Masters. Vol. 1. Instructional Materials
- ☐ Educator's Purchasing Masters. Vol. 2. Instructional Equipment
- ☐ Elementary English
- ☐ Free and Inexpensive Learning Materials
- ☐ The Guide to Simulation Games for Education and Training
- ☐ Learning Directory 1970-71
- ☐ National Information Center for Educational Media (NICEM) series
- ☐ New Educational Materials, 1970
- ☐ Report of the International Clearinghouse on Science and Mathematics Curricular Developments
- ☐ Social Studies Curriculum Materials Data Book
- ☐ Telecourse Catalog 1971. Factbook and Fact Sheets
- ☐ U.S. Government Films: a Catalog of Motion Pictures and Filmstrips for Sale by the National Audiovisual Center

GUIDES TO HUMAN & INSTITUTIONAL RESOURCES

- ☐ Agency Resource File
- ☐ American Association of School Librarians
- ☐ Directory of Educational Information Resources
- ☐ A Directory of Information Resources in the United States: Social Sciences (1965)
- ☐ A Directory of Information Sources in the United States: Federal Government
- ☐ CEDaR Catalog of Selected Educational Development and Research Programs, Projects and Products
- ☐ Educator's World
- ☐ ERIC Clearinghouses
- ☐ Handbook of Information Sources in Education and the Behavioral Sciences
- ☐ Human Resources File
- ☐ Institute for the Development of Educational Activities (IDEA)
- ☐ Leaders in Education
- ☐ National Faculty Directory 1971
- ☐ Regional Educational Laboratories
- ☐ Research and Development Centers
- ☐ Science Teaching

INFORMATION RESEARCH SERVICES

- ☐ DATRIX: (Direct Access to Reference Information: A Xerox service)
- ☐ EPIC: DIALOG (Online Retrieval System)
- ☐ ERIC Searches (Northern Colorado Educational Board of Cooperative Services)
- ☐ National Education Association
- ☐ National Referral Center for Science and Technology
- ☐ Science Information Exchange (SIE)
- ☐ SDC (Systems Development Corporation)/ERIC
- ☐ School Research Information Service (SRIS)

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* Reprinted from Far West Laboratory for Educational Research and Development, The Educational Information Consultant (EIC): Skills in Disseminating Educational Information. Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1972.

MICHIGAN-OHIO REGIONAL EDUCATIONAL LABORATORY 3750 Woodward Avenue Detroit, Michigan 48201	REFERRAL LIBRARY SEARCH PROCEDURE
NAME OF USER	DATE OF INQUIRY

INQUIRY (BRIEF)

ASSOCIATED DESCRIPTIVE TERMS

INFORMATION AGENCIES

☐ Alexander G. Bell Association for the Deaf
☐ American Educational Research Association (NEA)
☐ American Society of African Culture Library
☐ Association for Supervision and Curriculum Development (NEA)
☐ Bureau of Public Affairs, U.S. Department of State
☐ Center for Research and Development for Cognitive Learning
☐ Center for Research and Development in Higher Education
☐ Center for Research and Development in Teaching
☐ Center for Research and Development on Educational Differences
☐ Center for Research in the Study of Social Organization of Schools
☐ Center for the Advanced Study of Educational Administration
☐ Center for the Study of Evaluation of Instructional Programs
☐ Center for the Study of Liberal Education for Adults
☐ Clearinghouse for Federal Scientific and Technical Information
☐ Clearinghouse for Sociological Literature
☐ Data Repository of the Survey Research Laboratory, Univ. of Illinois
☐ Defense Documentation Center
☐ Department of Audiovisual Instruction (NEA)
☐ Department of Classroom Teachers (NEA)
☐ Department of Elementary School Principals (NEA)
☐ Educational Facilities Laboratories (Facilities Information Service)
☐ Educational Products Information Exchange (EPIE)
☐ Educational Resources Information Center (ERIC)
☐ EDUCOM (Interuniversity Communications Council)
☐ Foundation Library Center
☐ Information Research Center
☐ Institute for International Education
☐ International Data Library and Reference Service
☐ Instructional Objectives Exchange, Center for the Study of Evaluation, Univ. of California (Los Angeles)
☐ International Clearnighouse on Science and Mathematics Curricular Developments
☐ Learning Research and Development Center
☐ Library Technology Program, American Library Association
☐ Mental Health Research Institute
☐ Midwestern States Educational Information Project
☐ National Association of Secondary School Principals (NEA)
☐ National Auxiliary Publications Service
☐ National Information Center for Educational Media (NICEM)
☐ National Institute for Child Health and Development Science Information Center
☐ National Institute for Mental Health Clearinghouse
☐ National Library of Medicine (MEDLARS)
☐ National Referral Center for Science and Technology
☐ Negro Bibliographic and Research Center
☐ Neurological Information Network
☐ Office of Information, U.S. Office of Education
☐ Office of Manpower and Employment Statistics, Bureau of Labor Statistics
☐ Office of Legislation, U.S. Office of Education
☐ Population Referance Bureau
☐ Project INTREX
☐ Project Public Information
☐ Regional Educational Laboratories
☐ Research and Development Center in Educational Stimulation
☐ Research and Development Center for Teacher Education
☐ Research Program in Child Development
☐ Research Utilization Branch, Bureau of Research, USOE
☐ School Information and Research Service
☐ School Research Information Service (SRIS)
☐ Science Information Exchange (SIE)
☐ TALENT Data Bank

WORK IN PROGRESS

☐ Contemporary Authors
☐ Pacesetters in Innovation (annual)
☐ Programs in Progress Encyclopedia
☐ Research in Education (monthly)
☐ Research Studies in Education (annual)
☐ Science Information Exchange *(see 'Information Agencies' section)*

UNPUBLISHED STUDIES

☐ DATRIX
☐ Dissertation Abstracts
☐ Masters Abstracts
☐ TALENT Data Bank *(see 'Information Agencies' section)*

PERIODICALS

☐ ALA Bulletin (monthly)
☐ American Documentation (quarterly)
☐ American Education (monthly; bi-m D to Jy)
☐ American Education Research Journal (quarterly)
☐ Audiovisual Instruction (monthly S to Jy)
☐ Automated Education Handbook
☐ Bulletin—National Assn. of Secondary School Principals
☐ Child Development (quarterly)
☐ Children (bi-m, S to Jy)
☐ College and University Reports
☐ Comparative Education Review (3x yr)
☐ Congressional Quarterly Service
☐ Croft Newsletter Services
☐ Education
☐ Education Recaps (monthly)
☐ Educational Administration Quarterly
☐ Education Leadership (monthly O to My)
☐ Educational Technology (bi-m)
☐ Educational Product Report (9x yr)
☐ ERIC Document Collections
☐ Facts on File
☐ Government Contracts Guide
☐ Guide to Federal Assistance for Education
☐ Harvard Education Review (quarterly)
☐ Joint Council on Educational Telecommunications Data Base Service
☐ Journal of Applied Psychology (bi-m)
☐ Journal of Educational Psychology (bi-m O to Ag)
☐ Journal of Educational Research (10x yr)
☐ Journal of Research and Development in Education (quarterly)
☐ Journal of Teacher Education
☐ National Elementary Principal (6x year)
☐ Phi Delta Kappan (monthly S to Jn)
☐ Psychological Review (bi-m)
☐ Report on the Education of the Disadvantaged
☐ Review of Educational Research (5x yr)
☐ Saturday Review (weekly)
☐ School and Society (bi-m)
☐ Scientific Information Notes
☐ Social Education (monthly)
☐ Teachers College Record (monthly O to My)
☐ Theory into Practice (5x-yr)
☐ Today's Education--The Journal of the NEA (monthly)
☐ Urban Education (quarterly)

MOREL 301- R69

REPORTS AND MONOGRAPHS

- ☐ Abstracts of Papers (AERA)
- ☐ Cooperative Research Monograph Series (USOE)
- ☐ NEA Research Reports
- ☐ What Research Says to the Teacher

INDEXING AND ABSTRACTING SERVICES

- ☐ Abstracts for Social Workers (4x yr)
- ☐ Abstracts of Computer Literature
- ☐ Abstracts of Instructional Materials in Vocational and Technical Education (AIM)
- ☐ Abstracts of Research and Related Materials in Vocational and Technical Education (ARM)
- ☐ Bibliographic Index
- ☐ Biography Index
- ☐ Book Review Digest (10x yr)
- ☐ British Education Index)
- ☐ Child Development Abstracts and Bibliography
- ☐ CIRF Abstracts
- ☐ College Student Personnel Abstracts
- ☐ Current Contents—Education (weekly)
- ☐ Current Index to Journals in Education
- ☐ Documentation Abstracts
- ☐ Education Index
- ☐ Education Administration Abstracts
- ☐ Guide to Microforms in Print
- ☐ Index to Periodical Articles By and About Negroes
- ☐ Library and Information Science Abstracts
- ☐ Library Literature
- ☐ Mental Retardation Abstracts
- ☐ Monthly Catalog of U.S. Government Documents
- ☐ Monthly Checklist of State Publications
- ☐ New Serial Titles
- ☐ New York Times Index
- ☐ Perceptual Cognitive Development (bi-monthly)
- ☐ Poverty and Human Resources Abstracts
- ☐ Psychological Abstracts
- ☐ Public Affairs Information Service Bulletin
- ☐ Reader's Guide to Periodical Literature
- ☐ Research Grants Index
- ☐ Research in Education
- ☐ Social Science and Humanities Index
- ☐ Sociological Abstracts
- ☐ State Education Journal Index
- ☐ Subject Index to Children's Magazines
- ☐ Vertical File Index

ANNUAL REVIEWS & STATE OF THE ART REPORTS

- ☐ Annual Phi Delta Kappa Symposium on Educational Research
- ☐ Annual Review of Information Science and Technology
- ☐ Assn. for Supervision and Curriculum Development Yearbook
- ☐ Biennial Survey of Education
- ☐ Bowker Annual
- ☐ Britannica Book of the Year
- ☐ Digest of Public General Bills & Selected Resolutions with Index
- ☐ International Yearbook of Education
- ☐ National Council for the Social Studies Yearbook
- ☐ National Society for the Study of Education Yearbook

BIBLIOGRAPHIC REVIEWS

- ☐ Bibliography on Knowledge Utilization and Dissemination
- ☐ The Teacher's Library: How to Organize It and What to Include
- ☐ "Outstanding Education Books of 19–" in Today's Education, the Journal of the NEA (annual, May)

BOOKS

- ☐ American Book Publishing Record
- ☐ Books in Print
- ☐ Cumulative Book Index
- ☐ Forthcoming Books
- ☐ Guide to Reference Books
- ☐ Paperbound Books in Print
- ☐ Publishers' Trade List Annual
- ☐ Reference Books in the Mass Media
- ☐ Scholarly Books in America
- ☐ Subject Guide to Books in Print
- ☐ Subject Guide to Forthcoming Books
- ☐ Textbooks in Print

ENCYCLOPEDIC SUMMARIES

Encyclopedia Britannica
Encyclopedia of Educational Research

- ☐ Encyclopedia of Library and Information Science

SEARCHER'S SIGNATURE

DATE COMPLETED

SESSION NUMBERS 12 AND 16

Request Forms

These are examples of forms used for information requests. In addition to serving as records of the requests, they are valuable checklists in taking requests. That is, they serve as a reminder of some types of information that help in narrowing a request (e.g., age or grade, use of information).

Utah-7A15

REQUEST FOR TECHNICAL ASSISTANCE INFORMATION SERVICES

USER REQUEST FORM

Center No. ______________________ R. C. No. ______________________

First Request Yes ______ No ______

Name of Requester ______________________ Title ______________________

School/Office/District ______________________ Phone ______________________

Address ______________________ City ______________ Zip ________

DATES TO: RETURN TO:

Original	RC	Eric-Other	Due	RC	Agent	User	Follow-up

Did the request come directly from the requester? Yes ________ No ________ Was there a go between?

Name and Position ______________________

Submitted to Ref. Center by: Form ________ Telephone ________ In Person ________ Letter ________

1. Please state in your own words the information you seek. You may want to word your area of concern in a question form, define your understanding of key concepts or underline key words. Educational Area: ______________

Age or Grade ______________. Be as specific as possible.* ______________________

2. Main use for information (e. g., curriculum revision, research proposal, etc.) ______________________

3. Please indicate the type of information desired. (Please check or fill in.)

ERIC SEARCHES: See Indexes.

CATALOG Search No. ______________ CATALOG Issue No. ______________

CATALOG Title ______________________

PET (Packets of Education Topics) Topic Category ______________________

Packet Title(s) ______________________

CAP (Current Awareness Profile) No. ______________ CAP Title ______________

SID (Indiv. Search in Depth) ________ Descriptors: ______________________

OTHER SERVICES:

Technical Assistance ______________ PREP # ______________ NCEC ______________

Bibliographies: Type ______________ Program Surveys: Subject & Level ______________

Microfiche ______________________ Other ______________________

MATERIALS SUPPLIED: ______________ MF ______________ HC ______________

Any Action taken by Agent or Reference Center. Explain: ______________________

EVALUATION COMMENT: ______________________

*Please use a separate form for each request.

RC Number

Subject

File Name (Requester)

San Mateo County
SMERC

SEARCH REQUEST FORM -

San Mateo County Office of Education
EDUCATIONAL RESOURCES CENTER
590 Hamilton Street, Redwood City, Ca. 94063 (415) 369-1441 Ext. 4234-35

Name ______________________________
Affiliation ______________________________
Address ______________________________
____
(City) (State) (Zip)

Date ______________________________
Date Needed ______________________________
Phone ______________________________

For ERC Use Only

Concise Statement of Problem: ______________________________

How Material is to be Used (to assist in search): ______________________________

Age/Grade Restrictions: ______________
Subject Area Restrictions: ______________
Time Span Restrictions. After 19__ ____

Interest Level - Check One or More Boxes

☐ Preschool
☐ Kindergarten
☐ Primary
☐ Elementary
☐ Junior High
☐ Secondary

Source of Search:
☐ ERIC
☐ Periodicals
☐ All Sources

☐ Research
☐ Concepts - (Theories, Trends, Ideas, Conference Papers)
☐ Methods - (Models, Plans, Criteria, Formats, Program Guides, Guidelines, Techniques, Manuals, Teaching Guides and Methods)
☐ Reference - (Textbooks, Resource Materials, Dictionaries, Statistics, Research Reviews, Conference Reports)
☐ Projects - (Programs, Grants, Program Descriptions)

DESCRIPTORS	ERIC (ED)	FIDO (ID)	CIJE SOURCE

EVALUATION: ______________________________

Completed ______________ Not Completed ______________ Why ______________

Hard Copy Prints: No. __________ Photocopies: No. __________ Microfiche: No. __________

SC RIU

THE SOUTH CAROLINA STATE LIBRARY
in cooperation with
RESEARCH INFORMATION UNIT
SOUTH CAROLINA DEPARTMENT OF EDUCATION

________ (District Number)

________ (RIU Number)

REQUEST FOR INFORMATION SERVICES

Date of Request ________

NAME OF REQUESTER ________ Position ________

OFFICE ________ Phone ________

ADDRESS ________

DESCRIPTION OF INFORMATION REQUESTED:

____

____

____

ERIC THESAURUS TERMS: ________

____

To further aid in answering the request, please check only those terms as are appropriate to the request topic and which clarify the above description.

DISTINCTIVE FEATURES:

- ____ Low Cost Program
- ____ Low Reading Level
- ____ Non-Graded
- ____ Individualized
- ____ Programmed Instruction
- ____ Performance Objectives
- ____ Diagnostic/Evaluative Test
- ____ Detailed Lesson Plan
- ____ Computer Assisted Instruction
- ____ Multi-Media
- ____ Parent Community Involvement
- ____ Interdisciplinary
- ____ Student Self-Direction
- ____ Discovery Inquiry
- ____ Bilingual
- ____ Other: ________

TARGET AUDIENCE:

- ____ Students General
- ____ Gifted
- ____ Slow Learners
- ____ Educationally Disadvantaged
- ____ Ethnic Group
- ____ Learning Disability
- ____ Physically Handicapped
- ____ Parents/Community Group
- ____ Administrators/Supervisors
- ____ Teachers and Paraprofessionals
- ____ Other

GRADE LEVEL (S): ________

Purpose for which information is requested ________

____

Types of Information preferred: ____ Research ____ Program

Exact date information is needed ________

If you are presently employed in a South Carolina school district, indicate position and district:

________ position ________ district

SDE 33-037-00

INDIVIDUALIZED SEARCH IN DEPTH (SID)

INFORMATION RETRIEVAL CENTER
NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES
1750 30TH STREET, SUITE 48 - BOULDER, COLORADO 80301
TELEPHONE: (303) 444-4987

PLEASE PRINT

NAME: ______________________ DATE: ______________

TITLE: ______________________ TELEPHONE: ______________

ADDRESS: ______________________ IS THIS YOUR FIRST REQUEST?

______________________ ( ) YES ( ) NO

____

REQUEST SUBMITTED BY: (IF DIFFERENT FROM ABOVE)

NAME: ______________________

TITLE: ______________________

WHAT IS THE TITLE OR MAJOR SUBJECT AREA OF YOUR REQUEST?

TITLE: ______________________

WHICH OF THE FOLLOWING LEVELS APPLY TO YOUR TOPIC?

( ) PRE-PRIMARY	( ) ELEMENTARY	( ) JUNIOR COLLEGE	( ) ADULT
( ) KINDERGARTEN	( ) JUNIOR HIGH	( ) COLLEGE	( ) PROFESSIONAL
( ) PRIMARY	( ) SENIOR HIGH	( ) GRADUATE	( ) NO LEVEL
( ) INTERMEDIATE	( ) SECONDARY	( ) HIGHER ED.	( ) OTHER (Please Define)

IF YOU USED THE ERIC THESAURUS OF DESCRIPTOR TERMS FOR YOUR PRELIMINARY SEARCH, PLEASE LIST THOSE TERMS:

______________ ______________

______________ ______________

______________ ______________

WHAT IS THE GENERAL PURPOSE OF YOUR INFORMATION SEARCH?

( ) PROJECT/PROPOSAL RESEARCH	( ) INSTRUCTIONAL METHODS
( ) THESIS/DISSERTATION RESEARCH	( ) DEMONSTRATION OF THE SYSTEM
( ) LITERATURE REVIEW FOR COURSE	( ) ADMINISTRATIVE/MANAGEMENT ASSN'T.
( ) GENERAL/PERSONAL INFORMATION	( ) OTHER (Please Specify)

PLEASE WRITE A DETAILED STATEMENT ABOUT YOUR REQUEST ON THE BACK OF THIS REQUEST FORM.

(NOTE: CONSIDER THE INFORMATION CHECKED IN THE BOXES ABOVE, THE MAJOR TOPIC OF INTEREST, AND THE INTENDED USE OF THE INFORMATION NEEDED. BE AS SPECIFIC AS POSSIBLE.)

PLEASE MAKE A COPY OF THIS REQUEST FOR YOUR RECORDS

SESSION NO. 12

NON-ERIC SEARCH STRATEGY AND RETRIEVAL

Search Records

These sheets are used to provide summary records of request activities.

REQUEST RECORD LOG

TIS

Search #	Client's Name/Address Phone	Client's Position	DATE		Copy of Request Sent To	Followup Actions
			Rec'd	Del'd		

Texas Information Service

Utah- TAIS

EXPLANATION OF LOG SHEET

1. Center Number & Reference Center Number	The number given each request by the regional center. Begin with 1. When requests are returned, please put the number given the request by the Reference Center on the lower line, for future reference. The heavier line will indicate one request space.
2. Dates	To: Can be used for ERIC requests sent to RC; requests for information, etc. from the RC, or materials circulated from the regional center or agent. From: Can be used for ERIC requests returned to Center, materials sent from the RC, or other items returned to regional center or agent.
3. Requester: Position School Request	Requester's name, last name first. Position identified by an initial, if possible. S--Superintendent; P--Principal; T--Teacher; C/D--Coordinator/Director; Sp--Specialist. If other, write in. School: Requester's school. Bottom line: Request is the major topic the requester would like information on. The request itself. Abbreviate when possible.
4. Grade Level:	i.e., preschool, elementary, secondary, grade 1,2,3,etc.
5. District:	The district the school of the requester is in.
6. Materials Supplied:	ERIC--for individualized searches returned, write in SID Number, e.g. 3674-SID. CAP, PET AND CAT will be identified under the request above, use A.O. for As Ordered, if product is the same item. If not the same list. OTHER--Can be used to record anything sent from the Center, such as a Prep Kit, NCEC Bulletins, a book, a Title III product, or microfiche. If used for microfiche, just indicate the sets of MF sent out. The individual numbers etc., should be listed on the microfiche record.
7. Use:	If use is known, this would be helpful. Any monthly highlights might be added here.

These sheets are to be copied and sent to the Reference Center on the last day of the month. These will be used in developing the monthly report. Copies of "local" requests will be sent to the Reference Center with the log copies. These two sets of information will be used to give an accurate total of requests per agent; provide the evaluation information necessary and will give the Reference Center information on materials etc. in centers for use in cases of similar requests.

_____________Service Center _____________Month Utah-TAIS

(1) Ident. No. & R.C. No.	(2) Dates	(3) Requester, etc.	(4) Grade Level	(5) District	(6) Material Supplied		(7) USE
					ERIC	OTHER	
	To:						
	From:						

ND RIC

NUMBER	DATE RECEIVED	REQUESTER & ADDRESS	POS.	REQUESTED BY			TYPE OF SEARCH		ABSTRACTS			DOCUMENTS				COPY TO ST. DEPT.	OTHER COMMENTS
				PER.	PH.	LET.	COMP.	HAND	COMP.	HAND	DATE SENT	NO. OF DOC.	MF	HC	DATE SENT		

North Dakota Research and
Information Centers

Ex. of record keeping

PAGE 328 SC RIU

TE QUEST CEIVED	FORMAT OF REQUEST	REQUESTER	INFORMATION REQUESTED	REQUEST NUMBER	REQUEST STATUS	DATE INFORMA SENT TO REQUEST
8-14-72	letter	Susan A. Lyle Housing Authority of RH P.O. Box 880 CSS Rock Hill, S.C. 29730	I am interested in using Behavior Modification Principles in working with normal children. I will be very thankful for any information you might send me or any references you might have.	MR-1979	Pending In process Completed Closed	
8-28-72	RF	Ellen B. Clarke Reading Clinic Richland School Dist. 2 7507 Springbank Road Columbia, S.C. 29204	Abstracts or copies of Research Studies in: Children's recreational reading; the effects of peer and adult (teachers and librarians) recommendations of books on children's recreational reading; improving school library practices to increase accessibility to books	SD- 1980	Pending In process Completed Closed	
8-29-72	RF	Mr. Paul Ebel Allied Gulf Nuclear Ser. P.O. Box 847 Barnwell, S.C. 29812	Programmed texts for physics, chemistry, and mathematics	MR-1981	Pending In process Completed Closed	
8-29-72	RF	Pam M^c Millan St. Peter's Private Sch. St. Peter's Catholic Ch. Columbia, S.C.	Organization of elementary school boards. Elementary school board policies and guidelines. Ways board members are selected; powers they have; duties and responsibilities.	MR-1982	Pending In process Completed Closed	
8-28-72	RF	Dr. Hunter Draper Charleston County Sch. D. 3 Chisolm Street Charleston, S.C. 29401	Information on Performance Objectives written for social studies (grade levels and subject matter areas) and Criterion Reference Test written to correlate with objectives to determine if objectives have been	AE-1983-198 CH-510	Pending In process Completed Closed	
8-28-72	RF	Keith T. Samuels Jr. BCD Tec 7000 Rivers Avenue North Charleston, S.C. 29405	Allied Health Basic Sciences Core Curriculum.	AE-1984-199 CH-511	Pending In process Completed Closed	

South Carolina Research Information Unit

SESSION NO. 12

NON-ERIC SEARCH STRATEGY AND RETRIEVAL

Problems in Search Strategy

SESSION NO. 12

PROBLEMS IN SEARCH STRATEGY

1. A high school business education teacher wants information on setting specific goals and objectives for a business education curriculum at the secondary level.

2. A fifth grade teacher wants to know what kinds of materials are most effective in the teaching of sex education.

3. A junior high school class wants to write to Navajo pen pals of the same age group in Arizona. They need names and addresses.

4. A junior high school librarian is trying to turn her library into a well-rounded instructional materials learning center and would like some guidance, including models of other such centers, plans for space utilization, and help in evaluation materials.

5. The state superintendent of schools wants the names and positions of natives of the state who have achieved national or international prominence, including people in education, business and industry, science, sports, politics and diplomacy, the arts, etc.

6. A teacher's committee is trying to design methods and create a document for reporting pupil progress to the parent. They are looking for an alternative to the traditional report card (A-B-C) method.

7. The media coordinator of an elementary school would like a bibliography of books and related media materials to purchase for K-6 Chicano children, including author and price of materials.

8. The principal of a high school is planning a faculty inservice training session on behavior modification and needs help not only in designing the session but also in puttin it on.

9. An elementary teacher would like suggestions for songs and plays for his class to present at a Christmas program.

10. Some reading consultants in a school district are getting together to discuss the reading level of students in the district's schools. Although politicians have been boasting that students have improved greatly in the past few years, pointing at reading scores to support their claims, many of the reading consultants are not convinced. One of the controversial issues is the method of measurement used to test reading level and improvement. They would like some information to help them write a position paper.

SESSION NO. 12

NON-ERIC SEARCH STRATEGY AND RETRIEVAL

Exercises in Non-ERIC Retrieval

Using the bibliographic tools provided, complete the attached exercises. Complete as many exercises as time permits.

SESSION NO. 12

EXERCISES IN NON-ERIC RETRIEVAL

1. A committee of teachers wants a bibliography on non-graded schools. Your center has a number of resources that would contribute to such a bibliography but you need help in preparing one. Cite the reference that will help you and list some of the types of bibliographies this reference describes.

2. A colleague wants to know what is involved in conducting a survey for and educational research project. Can you recommend a reference to help him? What kinds of things will it cover?

3. What is the National Register of Educational Researchers? What is the source of your answer?

4. Is there a reference book that provides information on academic degrees? Give the citation and name the source of your citation.

5. Name three research services and give your source.

6. Name four Reading Readiness tests and give your source.

7. A school principal wants to know what is meant by "decentralization of counseling". Define this term and name your source.

8. What do the following stand for? Name your source.
SWRL
APA
CRESS
EDRS

9. The deputy superintendent of a school district is interested in an article he heard about from a colleague. The article, on the systems approach to educational administration, appeared late in 1972. He can't quite remember the name, but thinks it was something like Mattalini or Mitteliano. Try to find the citation and identify your searching tool.

10. What is the address of the National School Public Relations Association? Where did you find it?

11. What kinds of programs and projects are being conducted currently at the Southwest Regional Laboratory for Educational Research & Development? Where are these projects described?

SESSION NUMBERS 12 AND 17

The Search Strategy

[Reprinted from Far West Laboratory for Educational Research and Development, The Educational Information Consultant (EIC): Skills in Disseminating Educational Information. Berkeley, California: Far West Laboratory for Educational Research and Development, 1972.]

THE SEARCH STRATEGY

A basic process in serving the information-seeking client is that of Retrieval. In retrieval, the EIC's role is to identify, secure, and assemble those documents in a collection which are relevant to the client's request.

To accomplish efficiently a comprehensive and objective search, the EIC needs to develop several skills. First, he needs to find out what the client seeks. The EIC's clients, typically, are decision makers who must select a course of action from a variety of alternatives. They are making these decisions in a complex, fast changing environment. They have to depend on comprehensive, accurate, timely, and well-organized information to help them select a preferred course of action. Seldom, however, is the client's information request stated clearly at the beginning; discussion and clarification are necessary. Furthermore, the EIC must become aware of the needs, perceptions, and level of sophistication of the client. This information is gathered during the negotiation process.

Then, the EIC-searcher has to figure out a strategy whereby he can extract from the information collection those documents which are relevant to the client's request. He is acting as an intermediary between the client and the retrieval system. The skill he needs here is really the ability to "communicate" with the system because each retrieval system, like the client, has its own language.

In order to accomplish the type of search required to meet the demands made by both clients and resource systems, the EIC must acquire a number of skills. He must familiarize himself with as many different resources and resource systems as possible, so as to increase his capacity to retrieve a variety of alternative solutions to client problems. In addition, he must develop the facility to screen information rapidly and accurately for relevance to particular requirements. He must also be able to summarize competently the contents of various types of documents.

One important way for the searcher to maximize the comprehensiveness and objectivity of a search is to become aware of decision points in the searching procedure and of alternatives available at each point. He should also begin to recognize the influences of his own preconceptions or mental biases on the judgments he makes at each point.

This sequence of events which the searcher goes through as he seeks information is termed the search strategy. Although, to a certain extent, the process by which the searcher isolates a search question and then attempts to find an answer defies analysis, studies of human search behavior indicate that it is, in fact, quite an orderly decision-making procedure. One attempt to diagram information-searching procedure--from the point where the question is negotiated to the process of transforming the information--is presented in Figure 1.

Although the search will never be as completely orderly and sequential as depicted there, understanding the steps involved in this typical pattern of behavior, coupled with attentiveness to the style, idiosyncrasies, and fallibility of the system being used, should enable the EIC to retrieve the comprehensive, accurate, and timely information requested by his clients.

Of particular note on the flowchart presented in Figure 1 is the "Bibliographic Chain." This graphic representation of the progression of information through various "life stages"* can be a useful guide for deriving the general approach to a search.

The authors describe the "Bibliographic Chain" as follows:

> The Bibliographic Chain. Like the process of human growth and development, an item of information goes through a process of change from its conception to its ultimate resting place in an encyclopedic summary, or its replacement by an updated concept. It is possible to chart this course of development for a given piece of information as it passes into and through mankind's body of accumulated knowledge. This pattern is called the "bibliographic chain."
>
> The most important aspect of this pattern is its relationship to time. A piece of information is usually conceived as a rather distinct fact or concept, which is parenthetically related to pre-existing integrated knowledge, and appears as such in the first steps of the bibliographic chain. As time passes this fact or concept is modified by the generation of related information and gradually begins to merge into the body of accumulated knowledge. Due to the time lag involved in this process, the resulting integrated information is less current than were the originally separate facts or concepts, but due to the general nature of the body of knowledge, currency is less important and applicable accuracy more significant.
>
> The bibliographic chain itself is composed of a series of information "formats" which represent the various stages of the time-oriented course that a fact or concept follows. Each of the following stages represent a further integration of separate information items into the general knowledge mass.

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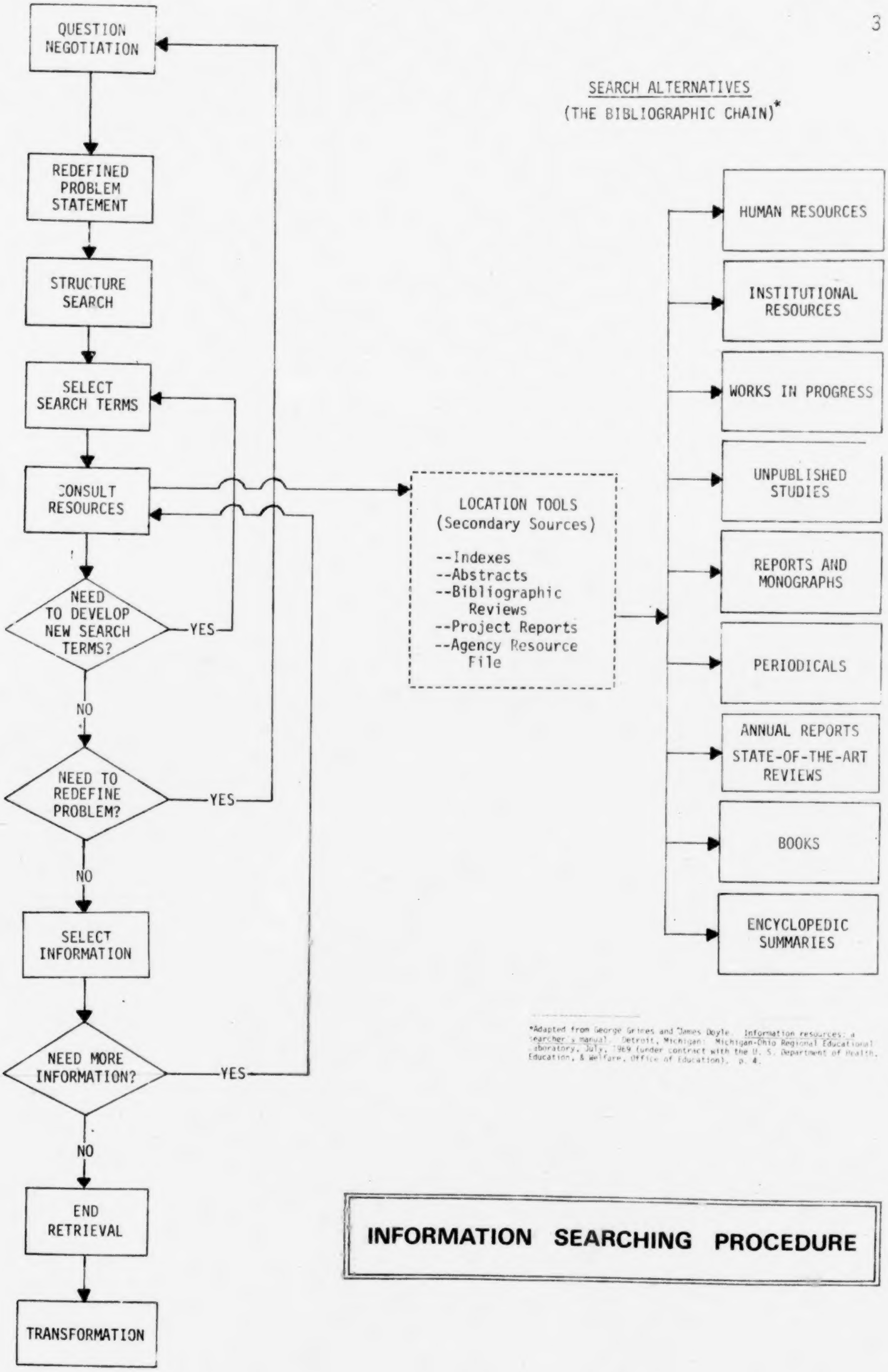
* Grimes, George and James Doyle. Information resources: a searcher's manual. Detroit, Michigan: Michigan-Ohio Regional Educational Laboratory July, 1969 (under contract with the U.S. Department of Health, Education, & Welfare, Office of Education). p. 4


QUESTION NEGOTIATION
REDEFINED PROBLEM STATEMENT
STRUCTURE SEARCH
SELECT SEARCH TERMS
CONSULT RESOURCES
NEED TO DEVELOP NEW SEARCH TERMS?
YES
NO
NEED TO REDEFINE PROBLEM?
YES
NO
SELECT INFORMATION
NEED MORE INFORMATION?
YES
NO
END RETRIEVAL
TRANSFORMATION
SEARCH ALTERNATIVES
(THE BIBLIOGRAPHIC CHAIN)*
LOCATION TOOLS
(Secondary Sources)
--Indexes
--Abstracts
--Bibliographic Reviews
--Project Reports
--Agency Resource File
HUMAN RESOURCES
INSTITUTIONAL RESOURCES
WORKS IN PROGRESS
UNPUBLISHED STUDIES
REPORTS AND MONOGRAPHS
PERIODICALS
ANNUAL REPORTS
STATE-OF-THE-ART REVIEWS
BOOKS
ENCYCLOPEDIC SUMMARIES

INFORMATION SEARCHING PROCEDURE

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*Adapted from George Grimes and James Doyle. Information resources: a searcher's manual. Detroit, Michigan: Michigan-Ohio Regional Educational Laboratory, July, 1969 (under contract with the U. S. Department of Health, Education, & Welfare, Office of Education). p. 4.

Information Residing in Human Resources
Information Being Created by Institutions
Works-In-Progress
Unpublished Studies
Periodicals
Reports and Monographs
Indexing and Abstracting Services
Annual Reviews and State-of-the Art Reports
Bibliographic Reviews
Books
Encyclopedic Summaries

. . . There are three distinct but interrelated phases that are represented by the links in the Bibliographic Chain just listed.

Phase I: Human and Institutional Resources are "packages" of information only in the most general sense. At this stage the information basically resides within the minds of people, either individually (as with consultants) or in groups (as with the staff of a project). These resources include individual and collective thoughts, observations, deductions, investigations, assumptions, and unplanned discoveries.

Phase II: Printed Materials With Intellectual Content begins with a human idea which has reached the point where it can be committed to print or another information medium. This act produces, in general, chronological sequence work-in-progress reports, unpublished studies, periodical articles, reports and monographs, annual reviews and state-of-the-art reports, books, and eventually encyclopedic summaries of the resulting body of knowledge.

Phase III: Printed Materials Which Have No Intellectual Content of their own but which provide access to those Phase II materials which do possess actual information include: indexing and abstracting services, as well as bibliographic reviews. Annual reviews and state-of-the art reports also may provide the identification function in addition to some actual content. They are therefore included in both Phases II and III. Phase III materials *lead to information* but do not normally contain information themselves. They are basically *location tools*. (Italics added.)

It should be noted that the relationship of Phases II and III has no direct relation to the time lag inherent in the bibliographic chain. This is because the printed items with no intellectual content of their own often parallel those materials with intellectual content, as the purpose of the former is to provide effective access to the latter. The time lag inherent in the bibliographic chain lies mainly in the movement of ideas through and between Phases I and II.

The searcher's own level of knowledge of the subject matter, as well as the level of complexity of the client's request, will affect what part or parts of the "Bibliographic Chain" are consulted in any particular instance. Generally, however, in researching a problem, the searcher begins at or near the end of the bibliographic chain (encyclopedic summaries) and moves upward as his familiarity with the subject matter increases.

As stated earlier, the steps in an information-searching procedure will never be completely orderly and sequential. A clear understanding of all the elements involved, however, should enable the searcher to "attain his informational goal with maximum effect and efficiency." *

Naturally, the rapidity with which the search decisions can be made tends to come with experience and familiarity with the particular resource collection being used. To a certain degree, however, in order to achieve the maximum results attainable within his constraints--time, resources, cost, expertise--the searcher must always remain conscious of his "strategy" and of the choices he is making.

In the final analysis, accomplishing a good search is an art, requiring, in addition to technical ability, imagination, enterprise, empathy, and judgment.

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*Ibid., p. 1

SESSION NO. 13

ESTABLISHING AND MAINTAINING A FIELD OFFICE

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide the tranee with practical information that will assist him ir his task of establishing a field office within the district to which he is assigned.

Upon completion of this session, trainees should have a basic understanding of the more important aspects of the following five tasks that pertain to the setting up of a field office:

1. Allocation of office space
2. Obtaining and using secretarial support
3. Scheduling interviews
4. Setting up files
5. Identifying materials for a local collection

B. Participants

Trainers: A moderator and two experienced field agents

Trainees: Field agents

C. Summary of Module Activities

Following a brief explanation by the moderator regarding the purpose of this module, the moderator and the two field agents will conduct a group discussion of each of the five topics that were selected for this session. The session will conclude with a summary review by the moderator.

D. Duration

One hour

SESSION NO. 13

ESTABLISHING AND MAINTAINING A FIELD OFFICE

SUMMARY OUTLINE

I. GENERAL

The following items concerned with "Establishing and Maintaining A Field Office" will be discussed during the conduct of Session No. 13. Please review this outline and be prepared to discuss its contents with the session trainers and other field agent trainees.

A. Allocation of Office Space.

1. Location of office: If possible, it is well to have the agent's office centrally located. This not only means in relationship to the area served but also within the agency. The agent's office will be visited by many people and will serve its function better if it is located where the majority of the office traffic is. The office should be private or at least semiprivate; this is to facilitate working with clients and their requests.

2. Need for access to meeting room: There are times when the agent will be meeting with people in groups. Therefore, it is very helpful to have access to a meeting room.

3. Basic office furniture and equipment: The agent should have a desk, office chair, a table (24 inches by 5 feet minimum), a telephone, a file cabinet, and at least two other chairs. He must also have the other pieces of furniture and equipment that are necessary to carry out his function.

4. Storage space: The space requirements of the agent's operation will depend upon the size of the local information collection. Refer to Local Collection for more information.

B. Obtaining and Using Secretarial Support.

1. Full-time versus part-time secretarial support: If the agent is to be full time, he will need a full-time secretary; if he is half time, a half-time secretary, etc.

2. Technical and personal qualities: The secretary must complement the skills of the agent. The two must develop a team approach, not only between themselves but with the retrieval staff. The secretary will have to work with many different types of information as well as with different types of people.

3. Other jobs that will have to be done:

   a. Answer telephone and take down as well as give information

   b. Work as a mini-retrieval center

   c. Keep records of:

      (1) Requests coming in

      (2) What is being done with the request

      (3) What was sent out to fill the request

      (4) What was done as a result of the information

   d. Make out reports

   e. File information

   f. Type requests and correspondence for agent

   g. Help the agent schedule appointments

C. Scheduling Interviews

1. This could be one of the most difficult aspects of the agent role. There are so many people to see, and so little time. The best advice that could be given is to make every minute count. If you are scheduled into a school, determine if there are other people you could see while you are in the building. For example, you are scheduled to meet with a teacher at 9:00 a.m. You go to the school but she cannot meet with you until 9:45; what do you do? Well, one thing you do not do is sit down and wait. You contact other people in the building. The only caution is, remember you have an appointment at 9:45. The client can be late but the agent cannot.

2. When starting out, schedule the administration first, then the group meetings.

3. Another caution is, do not schedule time too tightly. Not everything can be done in a short time, so allow slip time in every day. Do not forget that you must allow time to make initial visits, follow-up visits, record keeping, information searching, and evaluation, as well as reporting and evaluating the total operation. The agent will need time to keep himself updated, so do not schedule every minute of every day or you will be of no value to anyone including yourself. To make the minutes count does not mean that you keep your nose to the

grindstone all the time. It does mean to organize yourself and your operation the very best you can.

D. Setting up files

1. The files of an agent can become one of his most valuable assets. There will have to be forms developed for such items as requests, evaluations, transmittals, and loaned equipment and materials. (This may be illustrated with sample forms.) There must be a file to take care of each area.

2. There will be a need to keep a daily log of requests and transactions. This may be just a running log, or it could be kept by district or school. The method of keeping the records should be dictated by what the agent intends to report on the project.

3. There should be a correspondence file (alphabetized) to keep a record of correspondence.

4. There should be information files on areas or subjects that are not covered by the retrieval center. These files may contain valuable items such as local curriculum guides, newsletters, current information from regional labs and R & D centers, etc.

5. There should also be a file of local resources people who could be called upon to help clients with their problems.

E. Identifying Materials For A Local Collection.

1. The local collection of information will be different for each agent. For some it will be fairly large; for others it may consist of just a few periodicals and books. The size will depend upon the need; i.e., if the agent has access to a good information collection such as a university or public library, the local collection would not have to be very extensive; however, if the agent does not have access to these facilities, the local collection should consist of a reference section such as RIE and CIJE. It may also include newsletters, magazines, subscriptions, Prep Kits, and professional publications. The collection may also include a listing of local people who have special talents and information which would be of use to a potential client. The size and quality of the collection should be governed by the availability of information from other sources and the length of time it takes to obtain this information.

2. The agent must keep in mind that the client's needs are dynamic and if the time required to get the needed information

to him can be cut down, the chances of effecting a change are increased. In the initial stages, the turn-around time on receipt of the request to delivery of the information is very important, but after the client has had some good experiences with the service he is more understanding about delays in getting what he has requested.

3. The agent will have to use his judgment on turn-around time and what is housed in the local collection.

II. SUMMARY

As you can see, each agent will have to assess his own situation in relationship to the above information. If the agent does not have all the office space and equipment to begin with, he will have to function without it for a while. The secretarial help, however, is a must. No agent can do all that is required in keeping records, meeting needs of clients, and making reports alone. The requirements of the agent are such that he is out of the office much of the time, and the secretary must be there to take incoming calls and help the agent in scheduling his time. The filing system must contain the information necessary for reporting and facilitating record keeping of client information requests. The local collection will depend upon two things: (1) the availability of resource information from the retrieval center and the local community, and (2) the length of time required to get the information from the source to the client. Each agent must set up an office and information system that will help him meet the client's needs under whatever conditions the local situation dictates.

SESSION NO. 14

ESTABLISHING AND MAINTAINING STAFF RELATIONS

I. SUMMARY DESRIPTION OF MODULE

A. Objective

To broaden trainees' understanding of the elements involved in building and sustaining good staff relations.

Upon completion of this module, trainees should:

1. Understand the dimensions of staff selection criteria.
2. Understand staff management philosophies.
3. Understand goals of staff meetings.
4. Understand ways of maintaining contact with staff.
5. Understand relations between central office staff and SEA personnel.

B. Participants

Trainers: 1 Instructor

Trainees: Project Managers

C. Summary of Module Activities

This is a series of case studies used to illustrate points regarding staff relations.

D. Duration

1 hour

HIRING A NEW RETRIEVAL SPECIALIST

The dissemination project in Ceanville is now one year old. The original staff included one retrieval coordinator, one retrieval specialist, 3 field agents, and the project director. During the first year, two parttime field agents were added to the staff. Now a retrieval specialist is to be added. The director has agreed to the new position because John, the retrieval coordinator, has convinced the director that there are simply too many requests to be handled by the two-person staff. The director has not made any decisions about posssible reorganization within the retrieval staff. He has simply been thinking about hiring another person that would take over the same kinds of responsibilities that the other retrieval specialists now do. For instance, John reviews all incoming requests. He then assigns half of them to Judy, the retrieval specialist and does half himself. The three job applicants are each highly qualified, yet possess very different strenghts. The director finally decides he must consider possible reorganization strategies before he can hire the new retrieval specialist.

DISCUSSION QUESTION:

1. What strategies are open to the director?

   (Possible strategies -- 1. organize by resource specialties e.g. human resources, ERIC computer search resources, and local collection resources.
   2. organize by regions, e.g.

divide the state into three regions and have each retrieval specialist handle requests from that area so there is close liaison between specialists and field agents in region.

3. organize by topic area so that each specialist can know all the relevant sources, human, print, etc. for several given areas.)

Having decided on a strategy, which of the three applicants will the director choose?

APPLICANT A. Marie, at the age of 26 has just received her master's degree in library science. During her last quarter in the University in Ceanville, Marie met the retrieval staff and became enthusiastic about active dissemination rather than passive holding of resource materials. In fact, her master's thesis was influenced greatly by the kinds of work she has seen in this project. She has no directly relevant experience. The only job she had before getting her master's was as the librarian in an elementary school library where the main concern was getting books back on time.

APPLICANT B. George is highly qualified. At the age of 35, he agreed to leave his position as a retrieval coordinator in a regional information center so that his wife could continue her education at the University at Ceanville. Since her major is fairly unusual, she felt she had to go where the courses were being offered. George has a B.A. in English.

APPLICANT C. Barbara is currently one of the two parttime field agents. Her husband has changed jobs and they will be moving to Ceanville next month. She has worked well with the staff and is liked by all. Her particular strenghts are sensitivity to other's needs, and of course, her great knowledge of the kinds of problems as well as human resources found in the region she has been working.

DISCUSSION QUESTIONS:

1. Which applicant will the director choose? Why?
2. How much weight should he give to the opinions of the retrieval staff?

MAINTAINING CONTACT WITH FIELD AGENT

The state has a combination of big cities and rual isolated areas. Most of the field agents work in or near a big city. One agent was assigned to a rual area. The director has told the agent when he was hired that he thought there would be a position available for him in one of the cities within six months. He is unhappy, feels lonely, and thinks that he has been forgotten. The director tried to phone him often during the early months since he was aware of the loneliness problem. However, the project has been expanding lately and the director does not have time for the bi-weekly calls. The agent is a good one and the director does not want to loose him. However, the position in the city has not worked out. It now looks like the agent will have to stay in his present location for another five or six months. What kinds of new communication links can the director provide for the agent to relieve his sense of 'nobody cares'?

DISCUSSION QUESTIONS:

1. What can be done by the director?
2. What can be done by the retrieval staff?
3. What can be done by the other agents?

LACK OF CONTACT BETWEEN DISSEMINATION PROJECT AND SEA

The setting is a staff meeting. The project director, two full time field agents, one parttime field agent, and two retrieval specialists are seated around a table. The first item on the agenda is the lack of communication between the project staff and the SEA staff. Early contacts were not made because the project staff were busy learning new jobs and starting operations. At present, there are no real problems. The project staff and the SEA staff just leave each other alone. After bringing this situation to the attention of the staff, the director says:

Director: We have several options open to us at this time. We could just accept the situation as it is, being grateful that we don't have any enemies. Or we could try to initiate some contacts with individual staff members, or with groups of them in which we explain our functions. These contacts could be made through memos or they could be made personally with each of us making a few of the contacts. I suppose there are several other ways of changing the situation. I would like to know what ideas each of you have. Hank, do you think we should try to alter our relationship with the SEA?

DISCUSSION QUESTIONS:

1. Did the director pose the problem in an open way?
2. Will the staff be able to present their ideas?
3. How should the director handle the situation if the retrieval specialist who deals only with print materials, and the parttime field agent think the situation should be left as it is while the rest of the staff, including the project director feels that better contacts need to be established between the project and the SEA?
4. What ideas might they present?
5. How should the director help the staff decide on a strategy -- e.g. what should be done first and when it should be done, what should be done second and when it should be done, etc.

SESSION NO. 15

INTRODUCTION TO COMPUTER-BASED EDUCATIONAL INFORMATION SYSTEMS

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide a comprehensive overview of the state of the art in computer retrieval systems for educational information data bases.

Upon completion of this module, trainees should:

Be aware of the various educational information data files, and the kinds of information available in each.

Be aware of the differences between batch and on-line searching systems and understand the advantages and disadvantages of each.

Be aware of the various batch and on-line systems currently available, and know who is using each one.

B. Participants

Trainers: 1 Instructor

Trainees: All

C. Summary of Module Activities

This is a lecture, with time for questions and discussion at the end of the presentation.

D. Duration

1 hour

V. CONDUCT OF THE SESSION

Step 1. The ERIC Data Base (10 minutes)
- A. the ERIC system
- B. the ERIC tapes
  - 1. contents
  - 2. format
    - a. sequential files
    - b. inverted files
  - 3. availability and distribution

Step 2. Searching the ERIC Tapes (15 minutes)
- A. overview
- B. search logic
- C. searching strategies
  - 1. sequential vs. inverted files
  - 2. batch vs. on-line systems

Step 3. Currently Available Systems (15 minutes)
- A. batch systems
- B. on-line systems

Step 4. Getting Started (15 minutes)
- A. buying a package
- B. buying a searching service
- C. developing your own software
- D. modifying existing software

Step 5. Summary and Discussion (5 minutes)

SESSION NO. 16

RETRIEVING ERIC INFORMATION--A

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide a basic introduction to the interdependencies of personnel functions with the retrieval process, and to illustrate several elements of the retrieval process through the use of selected ERIC products.

Upon completion of this module, trainees should be able to:

- Relate the retrieval process to the sequence of several activities in a service center and identify its interdependencies with other functions.
- Explain the structure and format of the ERIC vocabulary authority (Thesaurus of ERIC Descriptors) and describe the impact of indexing practices on the searchers' translation activities.
- Conduct manual searches of RIE and CIJE--beginning with the use of the Thesaurus--to understand some of the decisions and judgments that must be made by searchers.

B. Participants

Trainers:	One instructor
Trainees:	All

C. Summary of Module Activities

The trainer introduces the module with a presentation on the interface points and interdependencies in the flow of major center functions, with an emphasis on various translation activities involved in this flow. The major portion of this presentation is then devoted to explaining the structure and format of the Thesaurus of ERIC Descriptors, as a principal tool in handling these translation problems. As a group, trainees work through some Thesaurus exercises with the Trainer and then conduct searches of RIE and CIJE in small groups (or individually). The session is concluded by a review and discussion of the search exercises.

D. Duration

Two hours

SESSION NO. 16

RETRIEVING ERIC INFORMATION--A

The Search Strategy

[See Session No. 12]

SESSION NO. 16

RETRIEVING ERIC INFORMATION--A

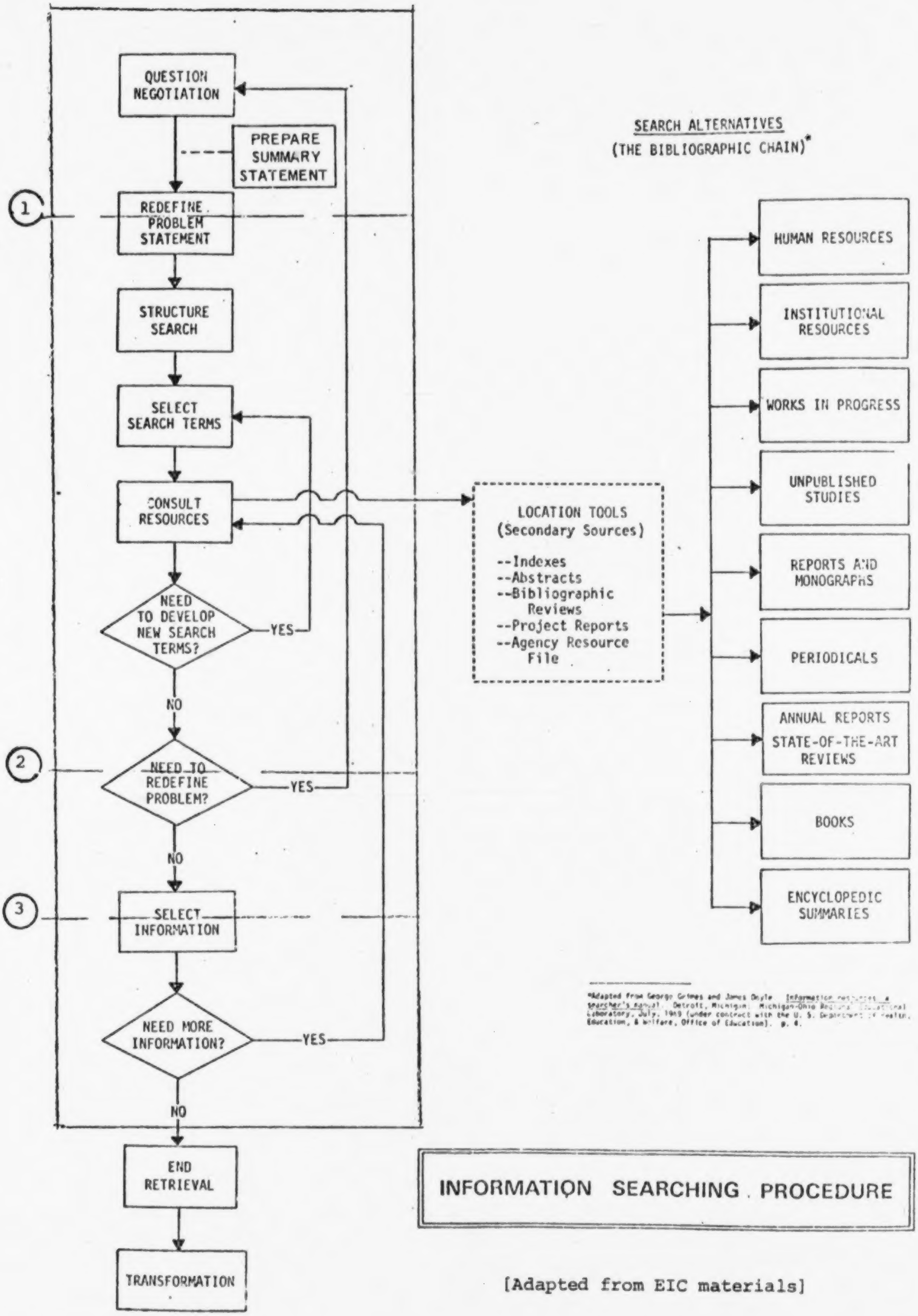
Request Forms

[See Session No. 12]

SESSION NO. 16

RETRIEVING ERIC INFORMATION--A

Displays R1-R4(b)


QUESTION NEGOTIATION
PREPARE SUMMARY STATEMENT
①
REDEFINE PROBLEM STATEMENT
STRUCTURE SEARCH
SELECT SEARCH TERMS
CONSULT RESOURCES
NEED TO DEVELOP NEW SEARCH TERMS?
YES
NO
②
NEED TO REDEFINE PROBLEM?
YES
NO
③
SELECT INFORMATION
NEED MORE INFORMATION?
YES
NO
END RETRIEVAL
TRANSFORMATION
SEARCH ALTERNATIVES
(THE BIBLIOGRAPHIC CHAIN)*
LOCATION TOOLS
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--Indexes
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--Bibliographic Reviews
--Project Reports
--Agency Resource File
HUMAN RESOURCES
INSTITUTIONAL RESOURCES
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REPORTS AND MONOGRAPHS
PERIODICALS
ANNUAL REPORTS
STATE-OF-THE-ART REVIEWS
BOOKS
ENCYCLOPEDIC SUMMARIES

INFORMATION SEARCHING PROCEDURE

[Adapted from EIC materials]

Display R1

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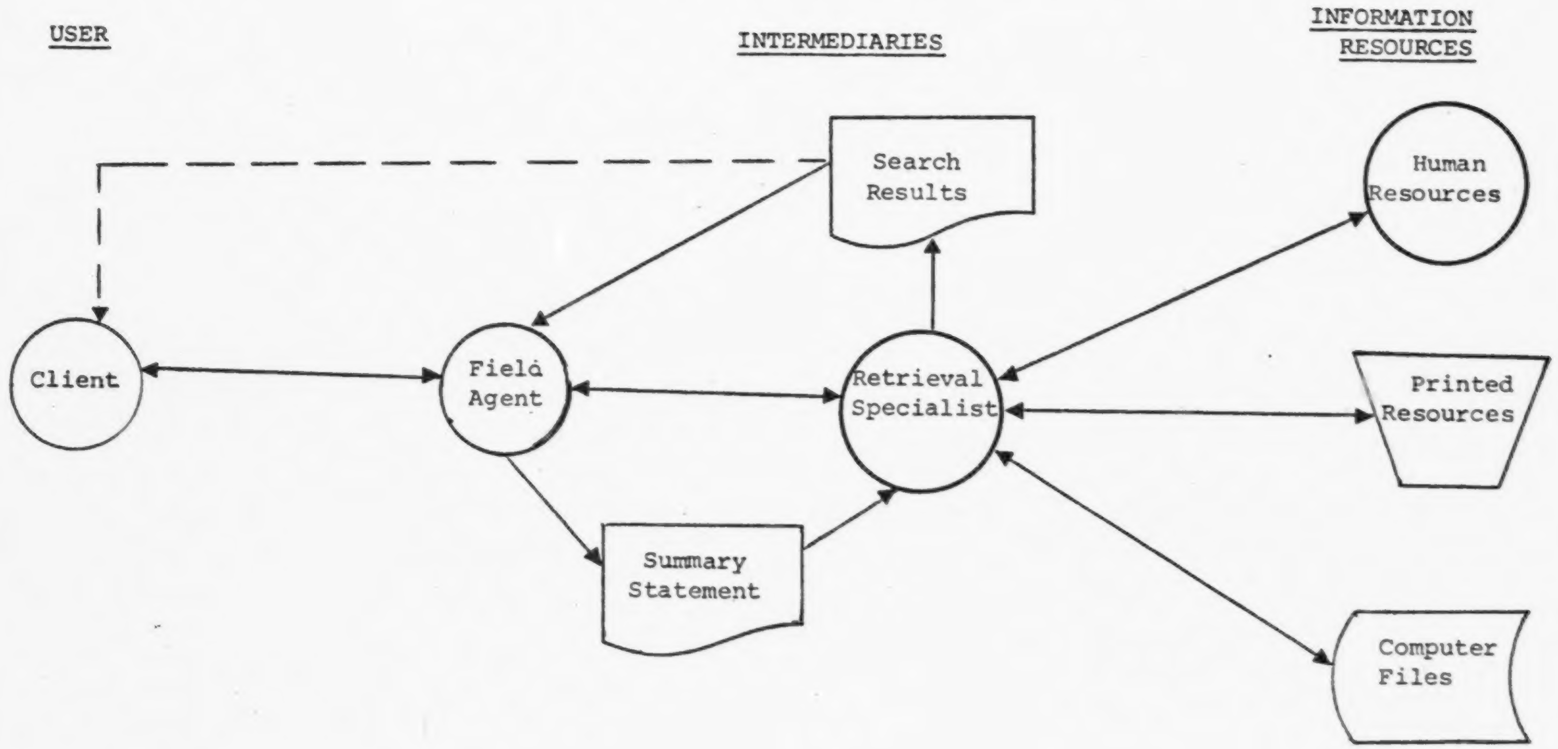
*Adapted from George Grimes and James Doyle. Information resources: a searcher's manual. Detroit, Michigan: Michigan-Ohio Regional Educational Laboratory, July, 1969 (under contract with the U. S. Department of Health, Education, & Welfare, Office of Education). p. 6.


USER
INTERMEDIARIES
INFORMATION RESOURCES
Search Results
Human Resources
Client
Field Agent
Retrieval Specialist
Printed Resources
Summary Statement
Computer Files

Display R2

Communication Links

Principles and Procedures	Searching Application
(1) ERIC vocabulary is controlled	The natural language of the request must be translated into the preferred terminology (descriptors) of the *Thesaurus*.
(2) The Thesaurus is based on the coordinate indexing concept, and includes some multiterm descriptors that have been precoordinated.	If a precoordinated term does not exist, searchers use terms representing different concepts from a search problem and coordinate or combine these selected terms in searching. (This application is particularly important in computer searching.)
(3) Only preferred terms from the *Thesaurus* are used in indexing documents, although new terms may be recommended by indexers.	Searchers must note the "USE" and "Use For" distinction among synonyms that appear in the *Thesaurus*.
(4) Terms in the *Thesaurus* are not assigned to unique classes, but are displayed in clusters showing relationships between terms in "families." Indexers select terms most appropriate for the general and/or specific levels of discussion in a given document.	Searchers should select appropriate terms (including broader, narrower, and/or related terms) from several different clusters or families.

Display R3

Shop Curriculum
Trade And Industrial Education
Vocational Education
Woodworking

Industrial Arts Laboratories
USE SCHOOL SHOPS

Industrial Arts Shops
USE SCHOOL SHOPS

INDUSTRIAL ARTS TEACHERS 380
BT Teachers
RT Industrial Arts

Industrial Crafts
USE INDUSTRIAL ARTS

INDUSTRIAL EDUCATION 140
SN All types of education related to industry including industrial arts and education for occupations in industry at all levels
UF Industrial Instruction
BT Education
RT Fluid Power Education
Industrial Arts
Industrial Technology
Industrial Training
Trade And Industrial Education
Trade And Industrial Teachers
Vocational Education
Vocational Schools

Industrial Instruction
USE INDUSTRIAL EDUCATION

INDUSTRIALIZATION 490
BT Development
RT Demography
Developed Nations
Developing Nations
Industrial Structure
Industry
Socioeconomic Influences
Steel Industry
Technological Advancement
Technology
Urbanization

Industrial Nations
USE DEVELOPED NATIONS

INDUSTRIAL PERSONNEL 380
BT Personnel
RT Administrative Personnel
Developed Nations
Employees
Employers
Industrial Relations
Industry
Laborers
Mechanical Design Technicians
Production Technicians
Radiographers
Supervisors

INDUSTRIAL RELATIONS 150
UF Employee Relations
Labor Relations
BT Relationship
RT Collective Bargaining
Collective Negotiation
Employer Employee Relationship
Employment
Fringe Benefits
Industrial Personnel
Industrial Training
Labor Unions
Public Relations

INDUSTRIAL STRUCTURE 490
BT Organization
RT Developed Nations
Industrialization
Industry
Mergers
Organization Size (Groups)

INDUSTRIAL TECHNOLOGY 400
BT Technology
RT Industrial Education
Industry
Technical Education

INDUSTRIAL TRAINING 270
SN Training for employees conducted by industrial organizations
BT Training
RT Adult Vocational Education
Apprenticeships
Industrial Education
Industrial Relations
Inplant Programs
Job Training
Off The Job Training
On The Job Training
Released Time
Trade And Industrial Education
Trainees
Trainers

Industrial X Ray Operators
USE RADIOGRAPHERS

INDUSTRY 370
NT Banking
Brick Industry
Broadcast Industry
Construction Industry
Feed Industry
Food Service Industry
Insurance Companies
Lumber Industry
Manufacturing Industry
Meat Packing Industry
Petroleum Industry
Publishing Industry
Telephone Communications Industry
Tourism
BT Business
RT Coordinators
Equipment Manufacturers
Fluid Power Education
Industrial Arts
Industrialization
Industrial Personnel
Industrial Structure
Industrial Technology
Instrumentation
Mergers
Needle Trades
Office Machines
Organizations (Groups)
Organization Size (Groups)
Producer Services
Production Techniques
School Industry Relationship

Industry School Relationship
USE SCHOOL INDUSTRY RELATIONSHIP

INEQUALITIES 340
BT Mathematical Concepts

INFANCY 130
RT Childhood
Individual Development
Infant Mortality
Infants
Pediatrics Training
Premature Infants

INFANT BEHAVIOR 060
BT Behavior
RT Infants

Infant Death Rate
USE INFANT MORTALITY

INFANT MORTALITY 070
UF Infant Death Rate
BT Death
RT Infancy
Premature Infants

INFANTS 380
NT Premature Infants
BT Age Groups
RT Infancy
Infant Behavior

INFECTIOUS DISEASES 250
NT Communicable Diseases
BT Diseases
RT Dishwashing

Infirmaries
USE HEALTH FACILITIES

Inflatable Structures
USE AIR STRUCTURES

Informal Conversational Usage
USE STANDARD SPOKEN USAGE

INFORMAL LEADERSHIP 060
BT Leadership

INFORMAL ORGANIZATION 020
BT Organization
RT Communication (Thought Transfer)
Organizational Climate
Organizations (Groups)
Power Structure

INFORMAL READING INVENTORY 520
BT Reading Tests
RT Reading Ability
Reading Comprehension
Reading Materials
Word Recognition

INFORMATION CENTERS 210
BT Information Sources
Resource Centers
RT Automation
Decentralized Library Systems
Educational Facilities
Information Science
Information Storage
Instructional Materials Centers
Libraries
Library Facilities
Library Technicians

INFORMATION DISSEMINATION 330
UF Dissemination
NT Publicize
BT Information Utilization
RT Communication (Thought Transfer)
Diffusion
Documentation
Facsimile Transmission
Information Networks
Information Services

Display R4(a)

Sample Thesaurus Page

DISCUSSION (TEACHING TECHNIQUE) 510
UF Class Discussion
NT Group Discussion
BT Teaching Methods
RT Discussion Experience
Discussion Groups
Discussion Programs

DISCUSSION EXPERIENCE 200
BT Experience
RT Discussion (Teaching Technique)
Discussion Groups
Discussion Programs

DISCUSSION GROUPS 280
UF Study Circles
BT Groups
RT Discussion (Teaching Technique)
Discussion Experience
Discussion Programs
Group Discussion
Listening Groups
T Groups

DISCUSSION PROGRAMS 270
BT Programs
RT Alumni Education
Discussion (Teaching Technique)
Discussion Experience
Discussion Groups
Speeches

DISEASE CONTROL 250
RT Cleaning
Communicable Diseases
Community Health
Controlled Environment
Diseases
Dishwashing
Health
Hygiene
Pesticides
Public Health
Sanitation

Disease Incidence
USE DISEASE RATE

DISEASE RATE 250
UF Disease Incidence
RT Diseases

DISEASES 250
NT Alcoholism
Allergy
Asthma
Diabetes
Drug Addiction
Infectious Diseases
Injuries
Mental Illness
Occupational Diseases
Physical Handicaps
Psychosomatic Diseases
Seizures
RT Disease Control
Disease Rate
Health
Hygiene
Pathology
Physical Health
Pollution
Prenatal Influences

DISHWASHING 250
BT Cleaning
RT Dining Facilities
Disease Control
Food Handling Facilities
Food Service
Health
Health Needs
Hygiene
Infectious Diseases
Public Health
Sanitary Facilities
Sanitation
Sanitation Improvement

Dismissal
USE DISQUALIFICATION

Disordered Behavior
USE MALADJUSTMENT

DISPLAY PANELS 170
BT Audiovisual Aids
Vertical Work Surfaces
RT Chalkboards
Educational Equipment
Exhibits
Merchandising
Three Dimensional Aids

DISPLAY SYSTEMS 050
BT Information Systems
RT Computers
Electronic Data Processing
Electronic Equipment
Information Processing
Input Output
Man Machine Systems
Screens (Displays)

DISQUALIFICATION 500
UF Dismissal
RT Withdrawal

Dissemination
USE INFORMATION DISSEMINATION

DISTANCE 160
UF Proximity
Range (Distance)
RT Geographic Location
Height
Instructional Trips
Intervals
School Location
Topology
Transportation

DISTINCTIVE FEATURES 290
NT Phonological Units
BT Linguistics
RT Acoustic Phonetics
Artificial Speech
Componential Analysis
Consonants
Language Universals
Phonemes
Phonetics
Phonology
Physics

Distribution (Economics)
USE MARKETING

Distribution Free Statistics
USE NONPARAMETRIC STATISTICS

DISTRIBUTIVE EDUCATION 140
UF Retail Training
NT Salesmanship
BT Vocational Education
RT Agribusiness
Auto Parts Men
Business Education
Business Subjects
Clothing Maintenance Specialists
Cooperative Education
Distributive Education Teachers
Food Service Occupations
Marketing
Merchandising
Office Occupations
Office Practice
Retailing
Sales Occupations
Sales Workers
Vocational Education Teachers
Wholesaling

DISTRIBUTIVE EDUCATION TEACHERS 380
BT Vocational Education Teachers
RT Distributive Education

District Libraries
USE REGIONAL LIBRARIES

DIVERGENT THINKING 310
BT Creative Thinking
RT Inductive Methods
Problem Solving
Productive Thinking

DIVIDED CATALOGS 320
SN Catalogs in which entries are separated into two or more filing sequences
BT Catalogs
RT Bibliographies
Booklists
Cataloging
Dictionary Catalogs
Indexes (Locaters)
Information Storage
Libraries

DIVISION 340
BT Arithmetic
RT Addition
Multiplication

DOCTORAL DEGREES 140
BT Degrees (Titles)
RT Academic Rank (Professional)
Bachelors Degrees
Degree Requirements
Doctoral Programs
Doctoral Theses
Masters Degrees
Specialist In Education Degrees
Teacher Educator Education

Doctoral Dissertations
USE DOCTORAL THESES

DOCTORAL PROGRAMS 410
BT College Programs
RT Degree Requirements
Doctoral Degrees
Graduate Study
Higher Education
Teacher Educator Education

SESSION NO. 16

RETRIEVING ERIC INFORMATION--A

Retrieval Exercise--A

The search problem: A superintendent wishes to obtain some planning information for instituting the open school concept in his District.

Step 1. Use the Thesaurus to select descriptors that represent the key concept in this search problem. (HINT: New Thesaurus terms are included in the back pages of the monthly RIEs and CIJEs.)

Step 2. Check the subject index sections--using these Thesaurus terms--to identify the ED (from RIE) and EJ (from CIJE) numbers of documents that are listed under these terms. (Different terms may lead you to the same document; list the ED or EJ numbers in both places, but circle those that are duplicates.)

Step 3. Refer to the main sections of RIE and CIJE, to read the abstracts and descriptor sets of each document. As you read these document representations, note beside the ED or EJ number your thoughts on any of the following:

- Questions that you might ask the Superintendent to help clarify his request.
- Conditional judgments on the relevance of the document (e.g., it is probably too theoretical; I can't tell if this document is relevant without actually reading the full copy).
- Inspirations on additional terms that you might use to formulate a comprehensive search (as shown in the descriptor listings of documents that look particularly relevant).

Step 4. Place a check by the ED or EJ numbers of documents that you feel are most likely relevant--given limited information from the client, but operating on the basis of your thinking about his general needs.

The attached form is designed to help you follow through each of the steps.

WORKSHEET FOR RETRIEVAL EXERCISE- A

KEY CONCEPT OF THE SEARCH PROBLEM: ______________________

Thesaurus Term: ______________

Accession No.	Relevant?	Comments
ED ________		
ED ________		
ED ________		
ED ________		
ED ________		
ED ________		
ED ________		
EJ ________		
EJ ________		
EJ ________		
EJ ________		
EJ ________		
EJ ________		
EJ ________		

SESSION NO. 16

RETRIEVING ERIC INFORMATION--A

Suggested Readings

1. Goodman, Frederick. "The Role and Function of the Thesaurus in Education," in Thesaurus of ERIC Descriptors. New York: CCM Information Corporation, 1972.

2. Mathies, M.L. and Peter G. Watson. Computer-Based Reference Service. (To be published by the American Library Association, Spring 1973.) [Part One and Appendices A and B]

3. ERIC Operating Manual. Bethesda, Maryland: ERIC Process and Reference Facility, LEASCO Systems and Research Corporation. (is updated periodically)

SESSION NO. 17

INTRODUCTION TO QUERY NEGOTIATION PROCESS--A

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide the trainee with an introductory-level exposure to the process of query negotiation, and a frame of reference from which he will be able to make future judgments regarding the negotiation process and his own mode of operation.

The five basic ingredients of a negotiation to be introduced in this session are the field agent's ability to:

1. Ask the right questions
2. Guide the discussion
3. Analyze the client's real concerns and motivations
4. Develop a sensitivity to the client's needs through the art of listening
5. Increase his personal rapport with the client

The initial exposure will be accomplished through the trainees' personal evaluation of a taped telephone interview between a field agent and a client. The trainee will be aided in his evaluation by an Observer Checklist that contains a series of questions and multiple-choice answers.

B. Participants

Trainers: One instructor to serve as the session moderator

Trainees: All

C. Summary of Module Activities

Following the session moderator's introductory statement, the trainees will listen to a taped interview of a telephone negotiation between a field agent and a client. The trainees will complete the Observer Checklist that is provided for their use during this session, following which they will participate in a brief discussion of their checklist responses. The trainees will then be divided into five groups. Each group will be assigned one of the five key concepts, e.g., asking the right question, listening, etc. The interview tape will be replayed, and another discussion period will be conducted by the session moderator in which each of the groups will comment on the key concept it was assigned. The session will be concluded by the moderator who will summarize the session results and emphasize the five key negotiation concepts around which this session is structured.

D. Duration

Two hours

SESSION NO. 17

INTRODUCTION TO QUERY NEGOTIATION PROCESS--A

Five Key Concepts in Query Negotiation

1. Questioning is an essential skill in negotiation. It enables the field agent to identify the real problem and to elicit from the client the information which is fundamental to the formulation and diagnosis of the problem.

2. The ability to guide discussion is needed to provide structure for defining the problem clearly, and to help the client prioritize his informational needs.

3. The ability to analyze the client is involved somewhat in negotiation, at least to the extent that the field agent can make inferences as to the real concerns, interests, and motivations of the client, and can judge the level of knowledge and sophistication of the client.

4. Listening is an important skill, too. The field agent must comprehend fully and clearly what the client reveals about the problem and the information needed.

5. Ability to develop rapport with the client is important if the client is to have confidence in the field agent's integrity, competence, and understanding of his needs.

SESSION NO. 17

INTRODUCTION TO QUERY NEGOTIATION PROCESS--A

Observer Checklist

[Reprinted from Far West Laboratory for Educational Research and Development. The Educational Information Consultant (EIC): Skills in Disseminating Educational Information. Berkeley, California: Far West Laboratory for Educational Research and Development, 1972.]

Observer Checklist

For each of the following items, circle the letter that most nearly corresponds with your observation concerning the interaction between EIC and Client. Be sure to answer each item.

1. Did the EIC help the Client state what his problem was?

   a. No, not at all
   b. Yes, helped somewhat
   c. Yes, helped considerably
   d. Yes, actively helped
   e. Cannot say

2. Did the EIC help the Client clarify what he needed?

   a. No, didn't help at all
   b. Yes, vaguely
   c. Yes, somewhat
   d. Yes, a great deal
   e. Cannot say

3. Did the EIC listen to the Client's problem?

   a. Didn't pay attention
   b. Listened, but seemed to be easily distracted
   c. Paid close attention
   d. Don't know

4. Did the EIC communicate to the Client that he understood the problem?

   a. Communicated this very well
   b. Mostly communicated this
   c. Partially communicate this
   d. Didn't communicate this at all
   e. Don't know

5. To what extent did the questions asked by the EIC actually help the Client to clarify his problems?

   a. Didn't help at all
   b. Helped somewhat
   c. Was extremely helpful
   d. Couldn't tell

6. Did the EIC ask questions which indicated that he had a clear grasp of what the Client had said?

   a. Rarely
   b. Occasionally
   c. Frequently
   d. Regularly
   e. Can't say

7. Did the EIC make any effort to find out about the Client's personal motivation, feelings, or attitudes toward the problem?

   a. No effort
   b. Little effort
   c. Some effort
   d. A great deal of effort
   e. Cannot say

8. Did the EIC indicate through his general demeanor, posture, or gestures (such as nodding his head, murmuring "uh-huh," smiling, etc.) that he was encouraging the Client to continue to elaborate and discuss the problem?

   a. Not at all
   b. Intermittently
   c. Frequently
   d. Very frequently
   e. Cannot say

9. Did the EIC ask the Client repetitive questions?

   a. Very frequently
   b. Frequently
   c. Occasionally
   d. Rarely
   e. Don't know

10. During the interview, did the EIC restate or paraphrase the Client's problem correctly?

    a. Completely correct
    b. Mostly correct
    c. Partially correct
    d. Not at all
    e. Don't remember

11. Did the EIC ask whether the Client was familiar or had any previous experience with this type of problem?

    a. Yes
    b. Hinted
    c. No
    d. Don't remember

12. Did the EIC ask the Client what assistance he expected to get from the EIC?

    a. Yes
    b. No
    c. Don't remember

13. Did the Client and the EIC agree on the course of action to be taken (that is, agree on what information was needed and when) before terminating their interview?

    a. Yes
    b. Partially
    c. No
    d. Don't remember

    If "Partially" or "No," explain why:

14. Did the Client agree that the search terms suggested by the EIC were descriptive of the problem they had discussed?

    a. No, none were descriptive
    b. Yes, agreed some were
    c. Yes, agreed most were
    d. Yes, agreed all were
    e. Don't remember

The following questions concern the Client's reactions to questions asked by the EIC. Circle the letter that most nearly corresponds with your opinion of the interaction between EIC and Client.

15. How did the Client react to the EIC's questions?

    a. Unresponsive
    b. Slightly responsive
    c. Responsive
    d. Extremely responsive
    e. Don't remember

16. How well did the Client appear to understand the EIC's questions?

    a. Clearly
    b. With some understanding
    c. Vaguely
    d. Not at all
    e. Cannot say

17. How did the Client appear at the conclusion of the interview.

    a. Lost
    b. Not fully satisfied
    c. Satisfied
    d. Don't remember

Comments: (Use other side, if necessary.)

SESSION NO. 18

THE QUERY NEGOTIATION PROCESS--B

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

The purpose of this session is to provide the trainees with an opportunity to acquire practical experience in one or more role-playing exercises that demonstrate the five basic negotiation ingredients identified in the Introduction to Query Negotiation Process--A.

Upon completion of this session, each trainee should be able to prepare for the conduct of a Query Negotiation in which he could apply his understanding of:

Asking the right questions
Guiding the discussion
Developing a sensitivity to the client's needs through the art of listening
Increasing his personal rapport with the client

B. Participants

Trainers:	A session moderator and two experienced field agents to conduct the role-playing exercises
Trainees:	Field agents and project managers directors

C. Summary of Module Activities

This session should be conducted by a panel of three trainers: one to serve as the moderator and two to conduct the role-playing exercises.

The session moderator will be responsible for the Introductory Statement and presentation of the Session Summary (Steps 1 and 7). The other two trainers, in addition to providing the moderator with additional technical expertise, will be responsible for the presentation of the five key session concepts (Steps 2 through 6). Before each role-playing exercise a trainer will provide a definitive description of the session concept, and set the stage for the field agent/client negotiation. He will then be aided by two trainees for each of the two exercises. Following the role-playing exercises, the trainer will moderate a brief discussion period.

After all five concepts have been described, demonstrated, and discussed, the session moderator will present the Session Summary.

D. Duration

Three hours

SESSION NO. 18

THE QUERY NEGOTIATION PROCESS--B

Role-Playing "Set the Stage"

The following pages set the stage for role-playing situations that will be used in the session.

1. Asking the right questions

Situation 1

The field agent is attending a meeting of guidance counselors from schools in his district. During a coffee break he is engaged in casual conversation by one of the counselors

The counselor is new in the district and is unaware of the service provided by the field agent. The field agent briefly explains his position and role in the district. As the counselor begins to tell about a problem in his school concerning underachieving students, the meeting is called back to order. The field agent quickly suggests they get together immediately after the meeting in a nearby coffee shop. The counselor agrees. The field agent and counselor are now at the coffee shop. All the preliminary conversation and explanation of the field agent's role has been completed. The counselor has been prepared for the field agent's first question regarding the problem he commented on earlier in the evening. The field agent is the first to speak.

Situation 2

The field agent is attending a meeting of junior high school teachers who are discussing the need to develop a long range program for the purchase and coordinated use of a number of new films they plan to add to their film library. He has not yet been called on to speak. A few of the more vocal teachers are monopolizing the floor. Their conversation to this point has consisted primarily of complaining about the lack of good films. No attempt has been made to structure a plan. Finally, the meeting chairman breaks in and asks the field agent to comment. The field agent, not wishing to appear too authoritative, decides to ask the chairman a question he believes will provide some constructive direction to the meeting.

2. Guiding the discussion

Situation 1

The field agent is discussing a plan that a local high school principal has for involving the students in a drug education program.

While the principal says he is convinced that "The kids need to participate actively in the development of the program if it is to be a success," he is also hesitant about allowing them too much freedom in the selection of guest speakers, films, and drug abuse literature.

The field agent, sensing the conflict between the principal's goal of student involvement and his lack of confidence in the student's judgment, is faced with the need to redirect the discussion and reassure the principal. The field agent comments...

Situation 2

The field agent is meeting a newly appointed district superintendent. The field agent has been serving the district for nearly a year, but this is his first meeting with the new superintendent.

The superintendent does not understand the role of the field agent or the type of service he has been providing the district. Frankly, he is somewhat suspicious of the field agent's motives. The superintendent's outward appearance, although cordial, is reserved. The field agent, sensing the superintendent's underlying attitude, is attempting to accomplish two things: (1) allay the superintendent's fears concerning his role in the district, and (2) find an area that is of interest to the superintendent where he can demonstrate the value of his service to the district. The field agent speaks first.

3. Analyzing the client's real concerns and motivations

Situation 1

The field agent is conducting an interview with a vice-principal of an inner-city high school who is interested in the development of an expanded intramural sports program at his school. The student body of approximately 1000 is composed of 42% Mexican-American, 40% black, and 18% white. Due to district-level fiscal problems, the athletic program has been severely curtailed. The vice-principal believes the athletic program in his school has been a racially unifying force, and attributes a recent increase in racial tension to its curtailment. Seemingly he has not considered any of the other social aspects of racial conflict that are present in his community.

The vice-principal has told the field agent about the reduced school budget and the resultant de-emphasis of sports at his school. He has not, however, voiced his real concern that an actual outbreak of violence may occur within his student body. His belief that a top-flight sports program will reverse the recent trend is probably just wishful thinking.

As the exercise interview opens, the vice-principal is asking the field agent if he has any information regarding the development of expanded intramural programs in other inner-city schools where athletics budgets have been curtailed.

Situation 2

The field agent received a telephone request from an elementary teacher for information regarding different forms of student grading systems in use within her state. The field agent complied with her request, and made an appointment to deliver the material to her in person.

4. Learning to Listen

Situation 1

The field agent is working very hard on a program that is intended to evaluate the results of a new method of teaching history.

During a visit to one of the high schools in his district that is participating in the design of the program, he is confronted by a history teacher who has some very negative comments to make about the value of the program.

The teacher speaks first.

Situation 2

A field agent is making a personal visit to the office of a high school principal with whom he has been friends for some time. His opening remark is "Good morning, George. I haven't seen you for several months now. Is there anything going on around here that I ought to know about?"

5. Establishing rapport with the client

Situation 1

The field agent is making a personal call on a social science teacher in a local junior high school. The teacher was referred to the field agent by the school principal. All the field agent knows about the teacher is his name and the course that he teaches. The field agent has never been to this school before. His only contact with the principal was a brief meeting at a district curriculum conference where he had made a presentation regarding his role in the district and the kinds of resources available to him.

The principal had indicated an interest in the field agent's services and had suggested that he make an appointment to talk with the social science teacher.

Situation 2

The field agent was contacted by the secretary of a high school principal who was new to the area. The secretary indicated an interest on the part of the principal in becoming acquainted within the field agent. Furthermore, she mentioned the name of a field agent in a city nearby that the principal had worked with in the past. The field agent expressed his interest in meeting the principal, and a meeting date was set.

Before the meeting, the field agent contacted the field agent in the city nearby and obtained the following information:

- The principal is in his late forties; he is cordial but businesslike.
- He is a graduate of USC, and holds a master's degree in Business Administration. His major area of interest is educational research.
- He has been president of the principals' association in his former area.
- He is a sports enthusiast, and actively participates in sports such as golf, handball, and swimming.
- Most of the services the field agent in the city nearby has provided him were related to his interest in educational research; especially curriculum development and new teaching methods.
- He was well respected by his colleagues, but was known for his "take-charge" personality. Projects he was associated with had a way of "getting done".

The initial meeting between the field agent and the principal takes place with the secretary ushering the field agent into the principal's office and the principal saying "Good morning, I've been looking forward to meeting you."

SESSION NO. 19

RETRIEVING ERIC INFORMATION--B

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To help trainees acquire skill in selecting descriptors and formulating search strategies for computer searching--using Boolean logic--through problem solving with the Thesaurus and use of on-line retrieval systems.

Upon completion of this module, trainees should be able to:

1. Develop search statements, using the Boolean operators AND, OR, and AND NOT
2. Apply different search strategies to broaden searches (for low-yield search results) or to limit searches (for high-yield search results)
3. Understand some of the decision points that are involved in selecting from among alternative search strategies

B. Participants

Trainers:	One instructor and at least one assistant, per terminal, who is familiar with the particular on-line system being used
Trainees:	Retrieval specialists

C. Summary of Module Activities

The instructor introduces the concept of Boolean logic and its application in formulating searches. This 15-minute introduction is followed by an exercise period in which each trainee is asked to select terms from the Thesaurus and prepare Boolean searches for several problem statements. The trainees are then divided into small groups to submit their search strategies to search specialists working with an on-line system. After this demonstration the groups are convened to discuss the variations in search results produced by alternative search strategies. This session concludes with a brief summary presentation and discussion of the critical decision points in developing search strategies.

D. Duration

Three hours

SESSION NUMBERS 19 and 22

RETRIEVING ERIC INFORMATION--B

The Trade-Off

The purpose of searching is:

"the recovery from a given collection of documents, with stated probability, a set of documents that includes, possibly with some irrelevant ones, all documents of specified content; or, a set of documents that includes nothing but documents of specified contents, but possibly not all of them."

Robert A. Fairthorne

SESSION NUMBERS 19 AND 22

RETRIEVING ERIC INFORMATION--B

Sample Searches--By Level

The attached search statements represent formulations of terms representing levels in education (e.g., secondary, elementary). None of the searches is comprehensive, and they are only intended to be illustrative of the various terms that can be used--in combination--to represent one or more levels.

It will be useful for each center to have these terms identified in advance for use in developing searches, although the Retrieval Specialist may wish to tailor the selection of terms to reflect the specific requirements of a given search (e.g., a focus on students, rather than instructional program divisions). If the search is a very specific one, the Specialist is advised to check the Thesaurus for more specific terms. For example, in the curriculum area, there are terms such as ELEMENTARY SCHOOL SCIENCE or ELEMENTARY SCHOOL MATHEMATICS. And, at the higher education level, e.g., AGRICULTURAL COLLEGES, CHURCH-RELATED COLLEGES, EVENING COLLEGES, etc.

PAGE ____

SEARCH TITLE Elementary Level (including Kindergarten)

NUMBER 1

SEARCH STRATEGY

Search Statement No. 1	Elementary Education	AND/[✓ OR]	Primary Education	AND/[✓ OR]	Elementary Grades	AND/[✓ OR] (end)	Postings
Search Statement No. ____	Elementary Schools	AND/[✓ OR]	Elementary School Students	AND/[✓ OR]	Grade 1	AND/[✓ OR] (End)	Postings
Search Statement No. ____	Grade 2	AND/[✓ OR]	Grade 3	AND/[✓ OR]	Grade 4	AND/[✓ OR] (end)	Postings
Search Statement No. ____	Grade 5	AND/[✓ OR]	Grade 6	AND/OR [✓ END]		AND/OR (end)	7745 Postings
Search Statement No. ____		AND/OR		AND/OR		AND/OR (end)	Postings
Search Statement No. 2	Kindergarten	AND/[✓ OR]	Kindergarten Children	AND/[✓ OR]	Early Childhood Education	AND/OR [✓ (end)]	1814 Postings
Seatch Statement No. 3	1	AND/[✓ OR]	2	AND/OR		AND/OR [✓ (end)]	9108 Postings
Search Statement No. ____		AND/OR		AND/OR		AND/OR (end)	Postings

PAGE ____

SEARCH TITLE Secondary Level (including Jr. High)

NUMBER 2

SEARCH STRATEGY

Search Statement No.____	Secondary Schools	AND/[✓ OR]	High Schools	AND/[✓ OR]	Secondary Grades	AND/[✓ OR] (end)	____ Postings
Search Statement No.____	Secondary Education	AND/[✓ OR]	Junior High Schools	AND/[✓ OR]	Senior High Schools	AND/[✓ OR] (End)	____ Postings
Search Statement No.____	Grade 7	AND/[✓ OR]	Grade 8	AND/[✓ OR]	Grade 9	AND/[✓ OR] (end)	____ Postings
Search Statement No.____	Grade 10	AND/[✓ OR]	Grade 11	AND/[✓ OR]	Grade 12	AND/[✓ OR] (end	____ Postings
Search Statement No.____	Secondary School Students	AND/[✓ OR]	Junior High School Students	AND/[✓ OR]	High School Students	AND/OR [✓ end]	9834 Postings
Search Statement No.____		AND/OR		AND/OR		AND/OR (end)	____ Postings
Seatch Statement No.____		AND/OR		AND/OR		AND/OR (end	____ Postings
Search Statement No.____		AND/OR		AND/OR		AND/OR (end)	____ Postings

PAGE ______

SEARCH TITLE Postsecondary Level

NUMBER 3

SEARCH STRATEGY

Search Statement No.____	Grade 13	AND/[✓ OR]	Grade 14	AND/[✓ OR]	Postsecondary Education	AND/[✓ OR] (end)	____ Postings
Search Statement No.____	Community Colleges	AND/OR END		AND/OR		AND/OR (End)	1237 Postings
Search Statement No.____		AND/OR		AND/OR		AND/OR (end)	____ Postings
Search Statement No.____	Junior Colleges	AND/[✓ OR]	Junior College Students	AND/OR [✓ END]		AND/OR (end)	3019 Postings
Search Statement No.____		AND/OR		AND/OR		AND/OR (end)	____ Postings
Search Statement No.____	Colleges	AND/[✓ OR]	College Students	AND/[✓ OR]	Higher Education	AND/[✓ OR] (end)	____ Postings
Seatch Statement No.____	Universities	AND/OR [✓ END]		AND/OR		AND/OR (end	10731 Postings
Search Statement No.____		AND/OR		AND/OR		AND/OR (end)	____ Postings

SESSION NUMBERS 19 AND 22

RETRIEVING ERIC INFORMATION--B

Sample Search--On-Line

From a High School Teacher: I would like information on court cases, decisions, concerning the teaching of the Bible in public schools, as ammunition in case we need to defend the teaching of Biblical literature in public high school.

Comments:

PAGE 1

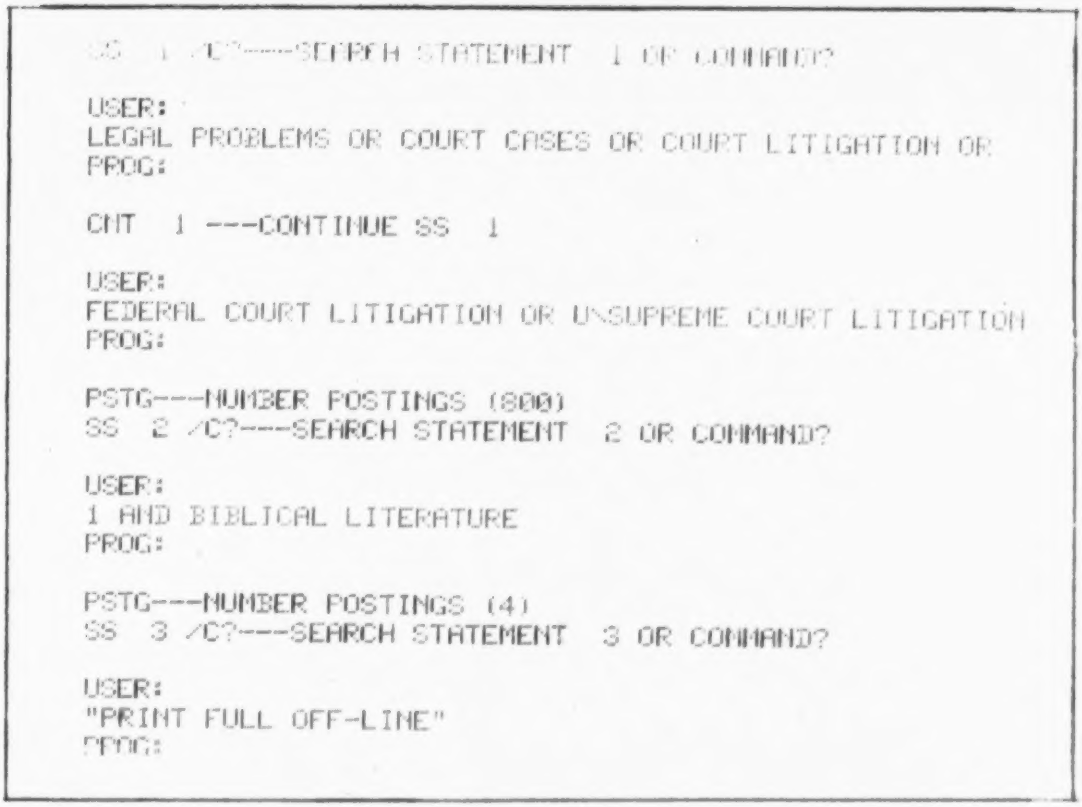
SEARCH TITLE COURT CASES ON TEACHING THE BIBLE

NUMBER Sample

SEARCH STRATEGY

Search Statement No. 1	Legal Problems	AND/[✓ OR]	Court Cases	AND/[✓ OR]	Court Litigation	AND/[✓ OR] (end)	Postings
Search Statement No.	Federal Court Litigation	AND/[✓ OR]	Supreme Court Litigation	AND/OR [✓ END]		AND/OR (End)	800 Postings
Search Statement No. 2	Biblical Literature	[✓ AND]/OR		AND/OR		AND/OR (end)	61 Postings
Search Statement No. 3	1	AND/OR	2	AND/OR		AND/OR (end)	4 Postings
Search Statement No.		AND/OR		AND/OR		AND/OR (end)	Postings
Search Statement No.		AND/OR		AND/OR		AND/OR (end)	Postings
Seatch Statement No.		AND/OR		AND/OR		AND/OR (end	Postings
Search Statement No.		AND/OR		AND/OR		AND/OR (end)	Postings

ON-LINE PRINTOUT



```
SS  1 /C?---SEARCH STATEMENT  1 OR COMMAND?

USER:
LEGAL PROBLEMS OR COURT CASES OR COURT LITIGATION OR
PROG:

CNT  1 ---CONTINUE SS  1

USER:
FEDERAL COURT LITIGATION OR U\SUPREME COURT LITIGATION
PROG:

PSTG---NUMBER POSTINGS (800)
SS  2 /C?---SEARCH STATEMENT  2 OR COMMAND?

USER:
1 AND BIBLICAL LITERATURE
PROG:

PSTG---NUMBER POSTINGS (4)
SS  3 /C?---SEARCH STATEMENT  3 OR COMMAND?

USER:
"PRINT FULL OFF-LINE"
PROG:
```

Off-Line Printout

COURT CASES ON TEACHING THE BIBLE

```
ED- EJ048816
YR- 71
CH- AA511391
AU- FLAHERTY, THOMAS
TI- A PRECEDENT FOR COURT DECISION ON RELIGION IN PUBLIC SCHOOLS
PD- NOV-DEC 71
IS- CIJE1972
PR-
CG-        U     U
JC- EDUCATION; 92; 2; 75-8
DE- BIBLICAL LITERATURE
DE- HISTORICAL REVIEWS
DE- PUBLIC SCHOOLS
DE- RELIGION
DE- RELIGIOUS EDUCATION
DE- SUPREME COURT LITIGATION
```

```
ED- EJ011948
YR- 69
CH- AA504217
AU- HUNT, ROLFE LANIER
TI- TEACHING ABOUT RELIGION IN THE PUBLIC SCHOOL
PD- 69 DEC
IS- CIJE1970
PR-
CG-        U     U
JC- TODAYS EDUC; 58; 9; 24-26
DE- BIBLICAL LITERATURE
DE- CIVIL LIBERTIES
DE- PUBLIC EDUCATION
DE- RELIGION
DE- SUPREME COURT LITIGATION
```

ED- ED026382
YR- 65
CH- TE001128
AU- HOGAN, ROBERT F.
TI- THE BIBLE IN THE ENGLISH PROGRAM.
PD- SEP 65
IS- RIEJUN69
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-4-10-017
JC- ENGLISH JOURNAL; V54 N6 P488-94 SEP 65
NO- 7P.
DE- BIBLICAL LITERATURE
DE- COURT CASES
DE- COURT DOCTRINE
DE- COURT LITIGATION
DE- CULTURE
DE- ENGLISH CURRICULUM
DE- ENGLISH INSTRUCTION
DE- ENGLISH LITERATURE
DE- ENGLISH PROGRAMS
DE- LEGENDS
DE- LITERATURE
DE- MYTHOLOGY
DE- POETRY
DE- PROSE
DE- RELIGIOUS EDUCATION
DE- SECONDARY EDUCATION
DE- STATE CHURCH SEPARATION
DE- SUPREME COURT LITIGATION

AB- ALTHOUGH THE KING JAMES VERSION OF THE BIBLE HAS HAD CONSIDERABLE IMPACT ON ENGLISH LANGUAGE AND LITERATURE, IT IS SELDOM STUDIED IN AMERICAN SECONDARY SCHOOLS. EVEN BEFORE THE SUPREME COURT DECISION OF 1963 BANNED RELIGIOUS EXERCISES IN PUBLIC SCHOOLS, THE STUDY OF THE BIBLE WAS SKETCHY AND NON-SYSTEMATIC. SINCE THE DECISION, CERTAIN CONCLUSIONS ABOUT THE STATUS OF THE BIBLE IN THE CURRICULUM CAN BE DRAWN. (1) EXCEPT FOR PROGRAMS DESIGNED TO CIRCUMVENT THE LAW, FEW SCHOOLS PROVIDE AN OPPORTUNITY FOR STUDENTS TO STUDY BIBLICAL LITERATURE. (2) BECAUSE BIBLICAL LITERATURE IS AN ESSENTIAL PART OF A STUDENT'S LITERARY EDUCATION, THE NEED FOR TEACHING THE BIBLE AS LITERATURE IS CLEAR. (3) THE TEACHING OF THE BIBLE AS LITERATURE IS WITHIN THE LAW. (4) TRADITIONAL TEXTBOOKS PROVIDE ONLY AN INADEQUATE SAMPLING OF BIBLICAL MATERIALS. (5) THE BIBLE REMAINS A CONTROVERSIAL ASPECT OF THE CURRICULUM, AND, THEREFORE, TEACHERS SHOULD FRAME A CLEAR PHILOSOPHY OF WHY THEY ARE USING BIBLICAL SELECTIONS. (JS)

ED- ED028232
YR- 00
CH- UD008138
TI- HANDBOOK ON CATHOLIC SCHOOL INTEGRATION.
PD- 56
IS- RIEAUG69
IC- 88801393
IN- CATHOLIC COMMITTEE OF THE SOUTH, NEW ORLEANS, LA. COMMISSION ON
HUMAN RIGHTS.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-2-6-000160-2002
NO- 41P.
DE- ADJUSTMENT (TO ENVIRONMENT)
DE- BIBLICAL LITERATURE
DE- CATHOLIC SCHOOLS
DE- CHURCH ROLE
DE- COURT LITIGATION
DE- DELINQUENCY
DE- DISEASES
DE- INTEGRATION EFFECTS
DE- INTEGRATION READINESS
DE- INTELLIGENCE
DE- MORAL ISSUES
DE- NEGROES
DE- RACIAL INTEGRATION
DE- RACIAL SEGREGATION
DE- RACISM
DE- RELIGION
DE- SCHOOL INTEGRATION

AB- THIS 1956 PAMPHLET SUMMARIZES "SCIENTIFIC FACTS" ABOUT RACE AND RACE RELATIONS FROM THE POINT OF VIEW OF THE CATHOLIC CHURCH AND THE DESEGREGATION OF ITS SCHOOLS. DISCUSSED ARE THE MORAL TEACHINGS OF THE CHURCH, THE SCRIPTURAL SUPPORT FOR RACIAL EQUALITY, AND THE PRACTICALITY OF DESEGREGATION. THE DOCUMENT REFUTES THE RACIST NOTIONS ABOUT DISEASE, INTELLECTUAL INFERIORITY, PSYCHOLOGICAL PROBLEMS AND DELINQUENCY SAID TO BE PREVALENT AMONG NEGROES. THE LEGAL AND CONSTITUTIONAL BASIS FOR DESEGREGATION AS WELL AS THE MORAL OBLIGATIONS OF CATHOLICS ARE NOTED. (NH)

SESSION NUMBERS 19 AND 22

RETRIEVING ERIC INFORMATION--B

Sample Search--Batch

Search Problem:	A Librarian from a regional service center wants information on projects involved in information retrieval or automated systems for instructional material collections.

IBM FORTRAN Coding Form GX28-7327-6 U/M 050**
Printed in U.S.A.

PROGRAM: TEXAS INFORMATION SERVICE (TIS)
PROGRAMMER:
DATE: 12/19/72
PUNCHING INSTRUCTIONS: GRAPHIC / PUNCH
PAGE 1 OF 2
CARD ELECTRO NUMBER*

```
STATEMENT
NUMBER    FORTRAN STATEMENT

0115 (HOMOGENEOUS GROUPING.OR.STUDENT GROUPING.AND.(ELEMENTARY SCHOOL STUDENTS
     .OR.ELEMENTARY GRADES.OR.ELEMENTARY SCHOOLS)$

0423 (STANDARDS.OR.GROUP NORMS.OR.GROUP RELATIONS).AND.
     (ELEMENTARY SCHOOL STUDENTS.OR.ELEMENTARY SCHOOL CURRICULUM)$

0427 (INFORMATION RETRIEVAL.OR.LIBRARY AUTOMATION.OR.INFORMATION SYSTEMS.OR.
     INFORMATION PROCESSING).AND.(INSTRUCTIONAL MEDIA.OR.
     INSTRUCTIONAL MATERIALS CENTERS)$

0428 (SELF CONCEPT.OR.SELF CONCEPT TESTS.OR.SELF ESTEEM).AND.(TEACHER BEHAVIOR
     .OR.TEACHER ATTITUDES.OR.STUDENT TEACHER RELATIONSHIP.OR.PEER ACCEPTANCE
     .OR.PEER GROUPS.OR.PEER RELATIONSHIP)$

1428 (SELF CONCEPT.OR.SELF CONCEPT TESTS.OR.SELF ESTEEM).AND.(ACHIEVEMENT.OR.
     ACADEMIC ACHIEVEMENT)$

0430 (PERFORMANCE BASED TEACHER EDUCATION.OR.PERFORMANCE SPECIFICATIONS.OR.
     PERFORMANCE CRITERIA.OR.STANDARDS).AND.(TEACHER CERTIFICATION.OR.
     TEACHER QUALIFICATIONS.OR.TEACHER EDUCATION)$

0431 (SCHOOL INDUSTRY RELATIONSHIP.OR.WORK EXPERIENCE PROGRAMS.OR.INDUSTRY
     .OR.BUSINESS).AND.(SCHOOL COMMUNITY RELATIONSHIP.OR.COOPERATIVE PROGRAMS
     .OR.COOPERATIVE PLANNING)$
```

→ 0427

*A standard card form, IBM electro 888157, is available for punching statements from this form.

**Number of forms per pad may vary slightly

```
ERICPROC                                          RESULTS FOR                                              PAGE 004
12/19/72                                          SEARCH 0427                                              19.23.35

NUMBER OF ACCESSION NUMBERS FOUND =      27

ED 014296   ED 014946   ED 017307   ED 019904   ED 019917     ED 021407   ED 024351   ED 025889   ED 026867   ED 030320
ED 031786   ED 031917   ED 031919   ED 032763   ED 033465     ED 044850   ED 047696   ED 048879   ED 052490   ED 052493
ED 052496   ED 052501   ED 052502   ED 054607   ED 054628     ED 055932   ED 062260
```

SESSION NUMBERS 19 AND 22

RETRIEVING ERIC INFORMATION--B

Retrieval Exercises--B

(Trainees)

For each of the following search problems, select terms from the Thesaurus of ERIC Descriptors and use these terms in formulating searches on the attached worksheets. If possible, formulate more than one search for a problem, to illustrate several alternatives--either broad and narrow searches or ones with different sets or combinations of descriptors.

A comments section is provided after each problem statement for you to indicate:

- Missing elements of information or ambiquities in the problem statement.
- Names or kinds of resources that should be checked in addition to, or in place of, ERIC

A sample search statement--with printouts of the on-line search and off-line printout--is provided in a separate attachment. Each search statement, containing a particular set of terms, is given a separate number, which you may refer back to in later search statements.

1. (No affiliation specified): Wants various kinds of tutoring programs in the public schools--reading and math--to be utilized in district.

Comments.

PAGE ______ SEARCH TITLE ______ SEARCH NUMBER ______

SEARCH STRATEGY

Search Statement No.____ [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT (end) ______ Postings

Search Statement No.____ [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT (End) ______ Postings

Search Statement No.____ [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT (end) ______ Postings

Search Statement No.____ [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT (end) ______ Postings

Search Statement No.____ [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT (end) ______ Postings

Search Statement No.____ [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT (end) ______ Postings

Seatch Statement No.____ [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT (end ______ Postings

Search Statement No.____ [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT [ ] AND/OR/ AND NOT (end) ______ Postings

PAGE ______ SEARCH TITLE ____________________ SEARCH NUMBER ______

SEARCH STRATEGY

Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (End)	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings
Seatch Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings

2. From a High School Counselor: Wants methods on dealing with, and preventing vandalism at the secondary level.

Comments.

PAGE ________ SEARCH TITLE ______________________ SEARCH NUMBER ______

SEARCH STRATEGY

Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (End)	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings
Seatch Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end	______ Postings
Search Statement No.____	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT	[ ]	AND/OR/ AND NOT (end)	______ Postings

PAGE ________ SEARCH TITLE ________________________ SEARCH NUMBER ________

SEARCH STRATEGY

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (End) ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

Seatch Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

3. From a High School Teacher: I would like any and all information dealing with Self Concept and its relationship with Academic Achievement. I need information showing a relationship between these two factors. (For Jr./Sr. High School).

[Special Instructions to Trainees: Develop two search formulations to show the junior-senior level: one with ANDed statements; the second, with AND NOT statements.]

Comments.

PAGE ________ SEARCH TITLE ______________________ SEARCH NUMBER ________

SEARCH STRATEGY

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (End) ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

Seatch Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end ________ Postings

Search Statement No.____ AND/OR/ AND NOT AND/OR/ AND NOT AND/OR/ AND NOT (end) ________ Postings

PAGE ____ SEARCH TITLE ____ SEARCH NUMBER ____

SEARCH STRATEGY

Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (End)	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings
Seatch Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings

4. From a TMR Teacher: The staff at X school for TMRs feel the teaching of time and the clock is inefficient and lacks impact. We would like to know improvements in methods, materials, and procedures (for chronological age up to 20-25 years).

Comments.

PAGE ________ SEARCH TITLE ______________________ SEARCH NUMBER ________

SEARCH STRATEGY

Search Statement No.____	AND/OR/ AND NOT	AND/OR/ AND NOT	AND/OR/ AND NOT (end)	________ Postings
Search Statement No.____	AND/OR/ AND NOT	AND/OR/ AND NOT	AND/OR/ AND NOT (End)	________ Postings
Search Statement No.____	AND/OR/ AND NOT	AND/OR/ AND NOT	AND/OR/ AND NOT (end)	________ Postings
Search Statement No.____	AND/OR/ AND NOT	AND/OR/ AND NOT	AND/OR/ AND NOT (end)	________ Postings
Search Statement No.____	AND/OR/ AND NOT	AND/OR/ AND NOT	AND/OR/ AND NOT (end)	________ Postings
Search Statement No.____	AND/OR/ AND NOT	AND/OR/ AND NOT	AND/OR/ AND NOT (end)	________ Postings
Seatch Statement No.____	AND/OR/ AND NOT	AND/OR/ AND NOT	AND/OR/ AND NOT (end	________ Postings
Search Statement No.____	AND/OR/ AND NOT	AND/OR/ AND NOT	AND/OR/ AND NOT (end)	________ Postings

PAGE ________ SEARCH TITLE ____________________ SEARCH NUMBER ________

SEARCH STRATEGY

Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (End)	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings
Seatch Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end	____ Postings
Search Statement No.____		AND/OR/ AND NOT		AND/OR/ AND NOT		AND/OR/ AND NOT (end)	____ Postings

SESSION NUMBERS 19 AND 22

RETRIEVING ERIC INFORMATION--B

Suggested Readings

1. Mathies, M. L. and Peter G. Watson. Computer-Based Reference Service. (To be published by American Library Association, Summer, 1973) [Part Two]

2. User Manuals:

   - SDC/ERIC (SDC)

   - DIALOG (Lockheed)

   - QUERY

   - RIC (North Dakota

   - Myriad (Macmillan Information--formerly CCM)

SESSION NO. 20

SELECTING EQUIPMENT

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide an awareness of the various kinds of microform and reproduction equipment currently available and to provide some guidelines for equipment selection and acquisition.

Upon completion of this module, trainees should:

Be aware of the various types of microform and reproduction equipment on the market.

Know what kinds of equipment are most useful for the operation of an educational resources center.

B. Participants

Trainers: 1 Instructor

Trainees: All

C. Summary of Module Activities

This is a lecture, with time for questions and discussion at the end of the presentation.

D. Duration

1 hour

V. CONDUCT OF THE SESSION.

Step 1. Accessing (17 minutes)
- A. inquiries
  - 1. MCST and MTST
- B. cataloging
  - 1. MCST and MTST
- C. microfiche manufacture
  - 1. planetary camera
  - 2. stuffer
  - 3. reproduction system

Step 2. Storage (3 minutes)
- A. hard copy
- B. microfiche

Step 3. Retrieval (12 minutes)
- A. mechanical
  - 1. lazy susan
  - 2. REMCARD system
- B. computer
  - 1. on-line systems
  - 2. batch systems

Step 4. Dissemination (13 minutes)
- A. microfiche readers
  - 1. hand readers
  - 2. portable readers
  - 3. non-portable readers
- B. microfiche reportduction
  - 1. microfiche
  - 2. hard copy
- C. photocpoy machines

Step 5. Publication (5 minutes)
- A. copy preparation
- b reproduction

Step 6. Network Communication (5 minutes)
  - a. MCST modem
  - b. WATS lines

Step 7. Summary and Comments (5 minutes)
  - a. buy, rent or lease?
  - b. equipment power requirements

SESSION NO. 21

EDUCATIONAL INNOVATIONS: THE SUBSTANCE OF CHANGE

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide an awareness of the context of educational innovations and the tools for accessing information about innovations.

Upon completion of this module, trainees should:

1. Understand who produces innovations.
2. Understand various types of innovations.
3. Understand how innovations are disseminated.
4. Understand use of resource materials about innovations.
5. Understand potential users of innovations.
6. Understand inhibitors in the adoption process.

B. Participants

Trainers: 1 Instructor

Trainees: All

C. Summary of module Activities

All trainees are to read the enclosed background paper. The actual session will be a discussion of the paper. Resource materials will be available during the session.

D. Duration

1 hour

INNOVATION: THE SUBSTANCE OF CHANGE

Educators and observers of the educational scene all testify to the changes taking place in schools. Such ideas as accountability, alternative schools, black studies, flexible scheduling, computer-assisted instruction, year round schools, open classrooms, and team teaching are being talked about and being tried in many schools throughout this nation. Some of those who write about these changes lament the slow pace of change. Others feel there are many changes, but few that significantly affect education. And still others want teachers to just teach "reading, 'riting, and 'rithmetic" like they did in the good old days. But whatever the perspective, the conversations and the writings repeat the same theme of a change process. A process that brings new ideas, new materials, and new methods into the school. This paper focuses on the change process as it helps us to understand innovations -- the substance of change.

Two literatures are important in a discussion of innovations. These are the diffusion research literature and communication research literature. The diffusion literature is well represented in A GUIDE TO INNOVATION IN EDUCATION (Havelock, 1969) and COMMUNICATION OF INNOVATIONS (Rogers and Shoemaker, 1972). Both books review and synthesize much of the early research as well as develop new ideas. These books are also important because they go beyond single aspects such as adopters and rates of adoption into the context of innovation.

The communication research literature has recently been summarized and synthesized in THE PROCESS AND EFFECTS OF MASS COMMUNICATION (edited by Schramm and Roberts, 1971). Diffusion and communication literatures share many of the same ideas and models. The diffusion literature developed from the traditions of anthropology, rural sociology, medical sociology, and education. But our present understanding of the two fields shows considerable overlap. An illustration of the extent of mutual concerns is found in Schramm and Roberts. The authors devote almost 150 pages in a 1000 page book to articles on innovation and change.

The overlap is again illustrated by Rogers and Shoemaker who refer to communication models when describing the diffusion process. They tell us that in the 1930's and 1940's communication researchers subscribed to the "hypodermic needle" model that emphasized the immediate the powerful effects of mass media on the audience. This was the one-step flow model of communication. They point out how the 1940 Presidential election simultaneously destroyed the hypodermic needle model and created the two-step flow model. In studying this election, Lazarsfeld and his colleagues found little evidence of direct influence of the mass media. Few voters altered their vote intentions directly on the basis of information presented in the media. Rather "opinion leaders" got information from the media, and in turn influenced their friends and neighbors. Menzel and Katz (1955), used this two-step flow communication model in their study of the diffusion of a pharmaceutical, and expanded it to a multi-step flow of communications. Rogers and Shoemaker explain the current understanding of the multi-step flow model:

> It does not call for any particular number of steps nor does it specify that the message must emanate from a source by mass media channels. This model suggests that there are a variable number of relays in the communication flow from a source to a large audience. Some members will obtain the message directly through channels from the source, while others may be several times removed from the message origin. The exact number of steps in this process depends on the intent of the source, the availability of mass media and the extent of audience exposure, the nature of the message, and salience of the message to the receiving audience.

One concept that is particularly useful in describing both the diffusion and communication processes is Harold Lasswell's well-known description of a communication act. Lasswell phrased it:

Who Says What In Which Channel To Whom With What Effect?

If we break this sentence into the five steps it implies about the communication process, we find it also describes the diffusion process. Of course, by the time we are talking about diffusion we have different words for the steps. Now they are called:

Source Message Medium Audience Impact.

To discuss the process of innovations, we need to modify the words again. We translate the original statement from:

Who		Producers
Says What		Products
In Which Channel	to:	Dissemination Medium
To Whom		Users
With What Effect		Adoption.

Although the translation is not as elegant as the original, it provides us with the organizing principle of this paper. Each step helps us understand an aspect of innovations. We can discuss innovations in the context of where they come from, what forms they take, how they are disseminated, who are the potential users, and what are the conditions for adoption.

INNOVATIONS: WHERE DO THEY START?

Although there is no single classificatory scheme of the producers of educational innovations, we see the range by looking at individuals and groups who produce innovations INSIDE THE SCHOOL, ACROSS SCHOOLS, and OUTSIDE THE SCHOOL. In the first category we have classroom teachers, principals, and curriculum committees. In the secondary category we have superintendents and specialists/consultants in the State Department of of Education. In the third category we have researchers in academic settings, researchers in non-profit, non-academic research and development labs, and developers in educational publishing companies.

There probably are others who are responsible for producing innovations. Yet even within this list we see the likelihood of developing and disseminating innovations increases as we move from inside the school to outside the school. Those in the school have many functions to perform. Their days are filled with teaching, meetings, preparation for class, administration, etc. And when they do produce, there is neither motivation nor incentive to let others know about the innovation. Studies have shown that the teacher who creates new materials is unlikely to share these ideas even with others in her building. The curriculum committee who works out a new science unit for fifth graders will probably never try to disseminate these materials.

At the other extreme we find the researchers in an educational publishing company. A great deal of time is devoted to developing and field testing new materials and to publicizing the new products. Here, as well as in R and D centers, the reward system favors innovative thinkers who produce new materials, new ideas, or new methods of instruction.

A corollary question to 'Who produces?' is 'Who stimulates production?' Our list here includes administrators such as principals who encourage teachers to develop new materials; state superintendents who see to it that there is sufficient money in state or local research units; and the federal government that funds both academic researchers and non-academic R & D center researchers through agencies like NSF, USOE, and NIE.

INNOVATIONS: WHAT FORMS DO THEY TAKE?

There are many types of innovations. The range includes new textbooks, new audiovisuals, new curricula materials, new technologies, new methods, and new structures. Some of these products are tangible. Schools can purchase or rent new films, new filmstrips, new textbooks, computer terminals for CAI, etc. Other products are intangible. These include methods of teaching like team teaching, methods for organizing classroom lessons like behavioral objectives, and new physical structures like open plan schools. This second category requires more in the way of new attitudes than new materials.

INNOVATIONS: HOW ARE THEY DISSEMINATED?

Once the producers of innovations have finished products, their job is not over. Or at least it should not be. Somehow the new materials, ideas, methods, etc. need to be disseminated to the schools. How is this done? As we said earlier, the one-time or occasional producer rarely disseminates the product. Ronald Lippitt (1965) says, in writing about this problem:

> In education, a great proportion of the

> significant new inventions in our field remain quite invisible, undocumented, inaccessible for consideration by potential adopters. There is a high level of inhibition to communicating. There is a lack of articulateness about what has been invented and a lack of documentation.

Pellegrin (1966) adds his own comments to those of Lippitt:

> There are grave weaknesses of channels and procedures for dissemination. Unlike many academic disciplines, education cannot rely almost exclusively on the printed media for disseminating information. ...there is a great deal of suspicion of sources of knowledge which are not known personally to the practitioner.

But some innovations do get into the schools. How are these innovations disseminated? Conventions are gathering places of both academicians and practitioners. Papers, symposiums, exhibits, etc. all serve to spread the word about new developments in the field of education. Closely related to the convention is the journal article. Academicians, researchers, and practitioners subscribe to journals. A great deal about current knowledge is published in these journals. A third dissemination mechanism is advertising. Commercial publishers use direct mail and journal ads to promote their products. And fourth, several states have education extension agents who work with schools to disseminate innovations as they apply to specific needs or problems.

INNOVATIONS: WHERE CAN THEY BE "FOUND"?

Since many innovations are not actively disseminated, the interested educator needs to know where to locate these resources. Fortunately, there are several good sources. PREP-29 "New Products in Education" describes the 13 "winners' of an OE-sponsored assessment of the validity and usefulness of new products. Included are: Home-Oriented Early Childhood Education from the Appalachia Educational Laboratory; MATCH (Materials and Activities for Teachers and Children) Box from The Children's Museum, Boston; Parent/Child Toy Lending Library from Far West Laboratory for Educational Research and Development; Patterns in Arithmetic from Wisconsin Research and Development Center for Cognitive Learning; etc. Most of the innovations described in PREP-29 are also available in a USOE produced "Educational Products Mini-Kit." The kit contains 12 filmstrips plus audio cassettes.

A second useful report is "Consumer's Guide to Educational Innovation" produced by Council for Basic Education in Washington. It covers a few dozen of the most discussed innovations, including non-curricular innovations in staffing, use of space, etc.

Two directories worth noting are "ALERT: A Sourcebook of Elementary Curricula Programs and Projects" and "CEDaR Catalog of Selected Educational Research and Development Programs and

Products." ALERT is produced by Far West Laboratory. It covers all the noteworthy elementary level products. It carefully addresses the hard questions of cost, staffing requirements, inservice training requirements, etc. CEDaR is produced by the Council for Educational Research and Development in Denver. Volume 1 covers existing products from ten national educational laboraties and nine university-based research and development centers. Volume 2 covers forthcoming products now under development. Each product is summarized in one page of information including product name, producer, target audience, product characteristics, product evaluation and price.

Some producers have filmed materials that describe their innovations. After locating an innovation through ALERT or CEDaR, one can contact the producer to see what descriptive materials are available.

One access point to commercial producers is the Westinghouse Learning Directory. It differs from the previously mentioned sources in two ways. First, it is not limited to innovations. It is a list of all available educational materials. Second, it provides no evaluation of products.

A final source of innovations is ERIC, the national information system that is responsible for reports of innovative programs and significant efforts in educational research. Abstracts of all ERIC documents are published in "Research in Education" a monthly list of newly accessioned materials. All abstracts are also stored on magnetic tape that can be computer searched by using descripter terms specifying the topic of interest. Full text of documents is available in microfiche or papercopy.

INNOVATIONS: WHO ARE THE POTENTIAL USERS?

Users range from individuals to an entire school system. For instance, a teacher might decide to add a new workbook to his course. A committee might decide to adopt the new NSF science curriculum. A school district might decide to go on the 45-15 plan for year round school.

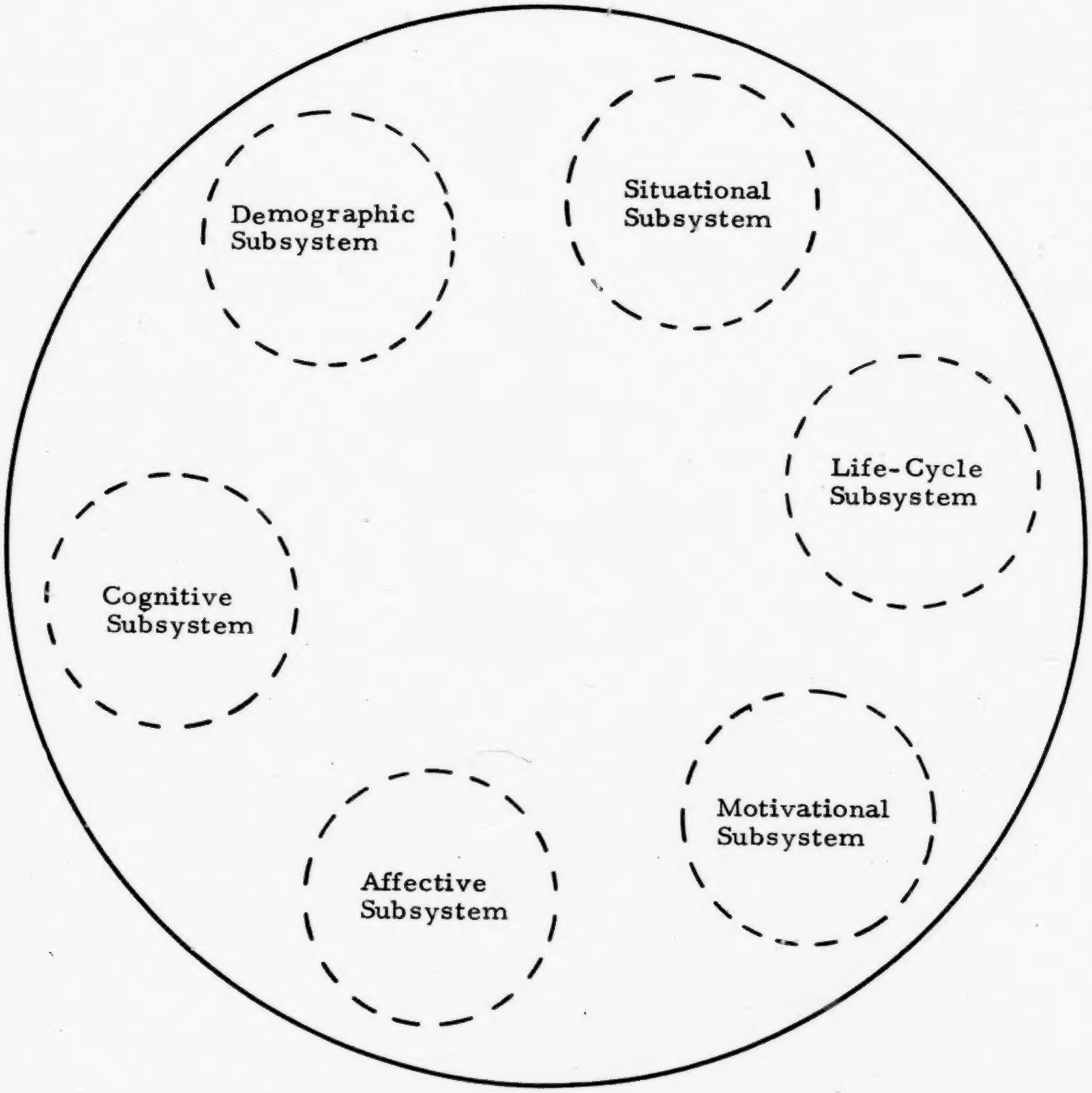
Potential adopters, when considering a particular innovation, need to be aware of the types of people who might be affected by a change. Those affected include pupils, parents, teachers, and administrators.

INNOVATIONS: WHAT AFFECTS ADOPTION?

To understand the adoption process we need to examine both the factoring influencing the adopter and the characteristics of the innovation.

First, let's look at the individual as potential adopter. We know he has intra-personal subsystems that affect his level of innovativeness. As illustrated in Figure 1, there are demographic, cognitive, affective, motivational, life-cycle, and situational subsystems. The function of these subsystems is better understood

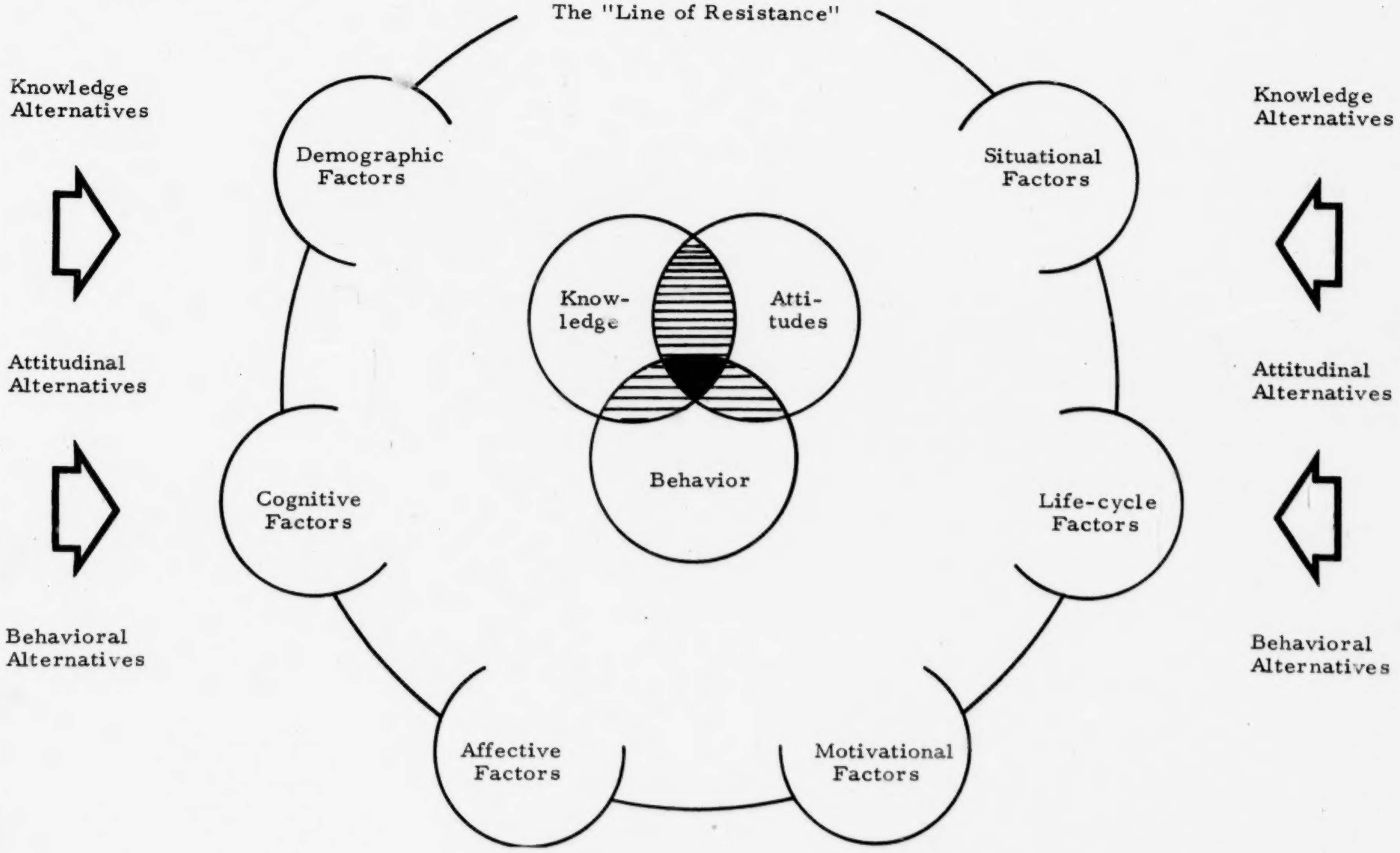
Figure 1: INTRA-PERSONAL SUBSYSTEMS AFFECTING INNOVATIVENESS


Demographic Subsystem
Situational Subsystem
Life-Cycle Subsystem
Cognitive Subsystem
Motivational Subsystem
Affective Subsystem

if we think of the three phases necessary for adoption. Rogers, Carlson and others talk about the knowledge phase, the favorable attitude phase, and the behavioral adoption phase. These three phases and their relationship to the subsystems are shown in Figure 2. Each of these phases is blocked by a line of resistance created by the subsystems. Only under certain conditions will the subsystems allow the person to accept the new knowledge, or to develop a favorable attitude, or to adopt the innovation. For instance, a teacher who never goes to conventions, who subscribes to no educational journals, who is 'closed minded', who has been teaching for 15 years, and whose principal does not tolerate changes in the classroom, is extremely unlikely to ever have her knowledge, attitudes, or behavior changed by innovations. The line of resistance is firm. On the other hand, a principal who goes to one national convention, two regional meetings, who subscribes to two educational journals, who is willing to tolerate a certain amount of risk, and who is 'open minded' is likely to allow new knowledge, attitudes, and even behaviors to cross the line of resistance.

However, we see in the center of the figure that even when knowledge, attitudes, and behaviors have crossed the line, they may only partially overlap. In Figure 2 overlap between any two of the three is represented by straight lines. Overlap of the three phases that results in adoption of new innovations is represented by solid black.

Figure 2: INTERRELATIONSHIPS OF KNOWLEDGE, ATTITUDES, AND BEHAVIOR

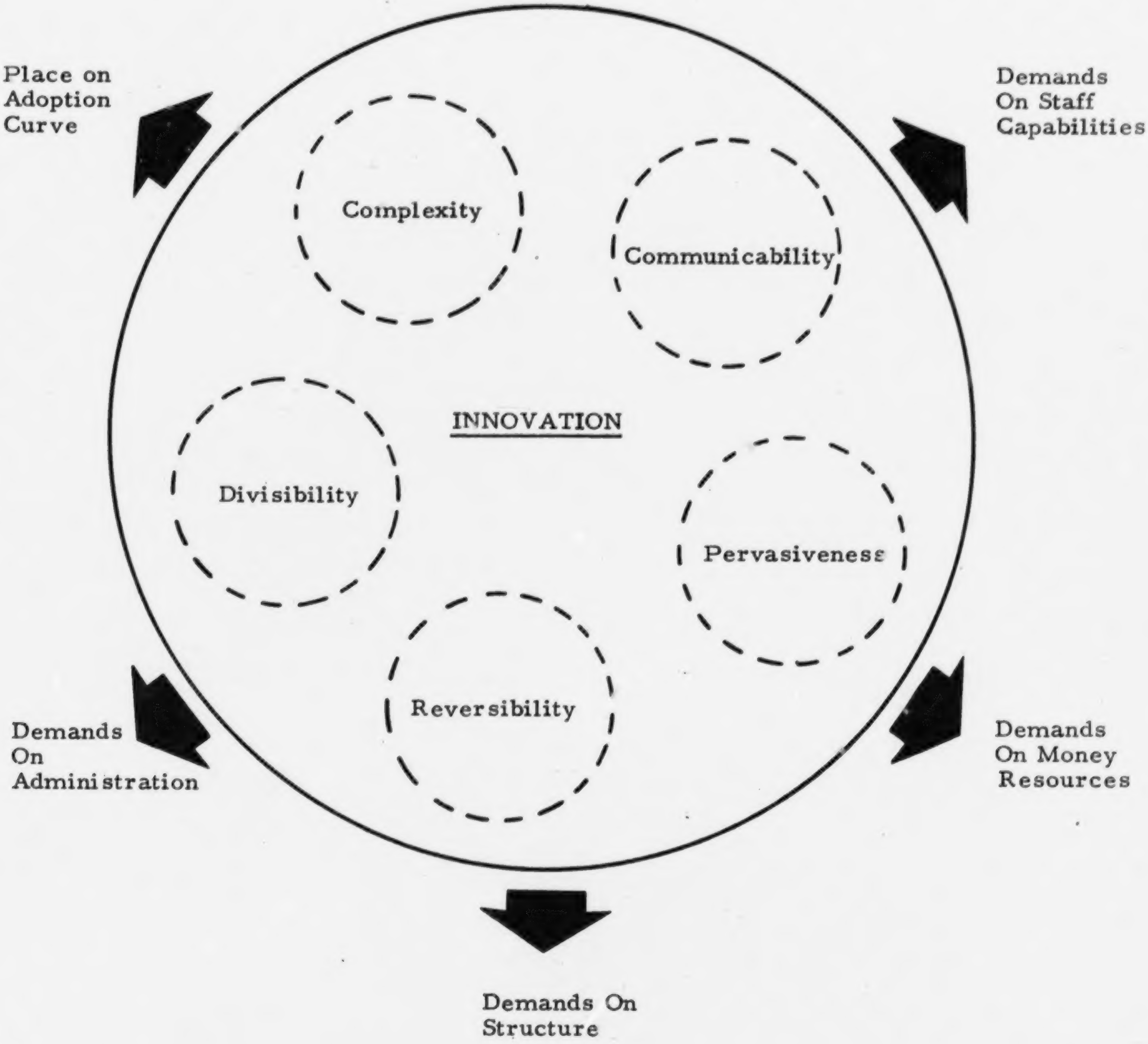

The "Line of Resistance"
Knowledge Alternatives
Attitudinal Alternatives
Behavioral Alternatives
Demographic Factors
Situational Factors
Know-ledge
Atti-tudes
Behavior
Cognitive Factors
Life-cycle Factors
Affective Factors
Motivational Factors
Knowledge Alternatives
Attitudinal Alternatives
Behavioral Alternatives

When a group, rather than an individual is the adoption unit, there are multiple individual systems operating, plus a group system. The group system, like the individual system, is also made up of subsystems. However, they have the added dimension of being strongly influenced by group dynamics.

The innovation also has certain subsystems or properties that help determine the likelihood of its acceptance in a school. These These properties are shown in Figure 3. The internal subsystems include complexity, divisibility, communicability (Rogers, 1962), pervasiveness, and reversibility (Katz, 1965). The external subsystems of the innovation include its place on the adoption curve, the demands it makes on staff capabilities, the demands on money resources, the depends on the school structure, and the demands on administration of education. If these demands are particularly heavy, then adoption is unlikely. If they are light, then adoption is much more likely.

Of course it is possible to intervene in this process. Personal linkage systems or media-mediated linkage may provide the answer. There are well documented innovations such as those listed in ALERT or CEDaR that are unable to cross the personal line of resistance or that make heavy demands on a school. Educational extension agents have often been able to build bridges across the lines of resistance. In states where personal linkage is too expensive, it may be possible to develop effective media campaigns that rely on print and two way audio/video. Educational television

Figure 3: PROPERTIES OF INNOVATIONS THAT INFLUENCE ACCEPTANCE IN SCHOOLS


Place on Adoption Curve
Demands On Staff Capabilities
Complexity
Communicability
INNOVATION
Divisibility
Pervasiveness
Reversibility
Demands On Administration
Demands On Money Resources
Demands On Structure

plus telephone hook-ups, information hotlines, and two way cable all hold promise for the media-mediated dissemination systems.

Unfortunately, the innovation process has been tied to our early understanding of the communication and dissemination processes. In general, the innovation process is still considered to be a one-way street that starts at the producer and ends with adoption. It is time to understand the needed feedback loops that are now recognized in the communication process. These feedback loops, applied to innovations mean the practitions have direct access to the producer. Direct acess both in inputing needs and in reacting to products. At present, the producer is not really concerned with the user. And although one never would argue that the producer be limited to the stated needs of practitioners, one should argue that producers be responsive to these needs. A linkage system connecting producer and user may eventually be more significant than the linkage system connecting innovation to user. Products that grow out of an open, participatory, responsive system will already have bridges to cross that will carry them over the lines of resistance.

CONCLUSION

Everyone involved in the educational process is also involved in educational change. We may try to ignore it and to resist it. But change, at least at the micro level, happens anyway. What is needed is a better understanding of the innovation process so we can become actors rather than reactors in the process. Then as actors we can begin working toward a more open and participatory process that provides feedback at many points in our five phases of producer, product, dissemination, user and adoption.

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SESSION NO. 22

RETRIEVING ERIC INFORMATION--B

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To help Field Agent and Project Manager trainees acquire both a deeper understanding of, and some basic skill in selecting descriptors and formulating search strategies for computer searching--particularly using Boolean logic--through problem solving with the Thesaurus and use of on-line retrieval systems.

Upon completion of this module, trainees should be able to:

1. Describe the importance of query negotiation process--and the summary problem statement--in developing a search strategy and handling decision points in the retrieval process.

2. Develop search statements, using the Boolean operators, AND, OR, and AND NOT.

3. Apply different search strategies to broaden searches (for low-yield search results) or to limit searches (for high-yield search results).

B. Participants

Trainers: One instructor and at least one assistant, per terminal, who is familiar with the particular on-line system being used.

Trainees: Field Agents and Project Managers

C. Summary of Module Activities

The instructor introduces the concept of Boolean logic and its application in formulating searches. This 15-minute introduction is followed by an exercise period in which each trainee is asked to select terms from the Thesaurus and prepare Boolean searches for several problem statements. The trainees are then divided into small groups to submit their search strategies to search specialists working with an on-line system. After this demonstration, the groups are convened to discuss the variations in search results produced by alternative search strategies. This section concludes with a brief summary presentation and discussion on the relation of Field Agent activities to the retrieval process.

D. Duration

Two hours

SESSION NO. 22

RETRIEVAL ERIC INFORMATION--B

The Trade-off

Sample Searches--By Level

Sample Search--On-Line

Sample Search--Batch

Retrieval Exercise--B

Suggested Readings

[See SESSION NO. 19]

SESSION NO. 23

THE QUERY NEGOTIATION PROCESS--B

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

The purpose of this session is to provide retrieval specialist trainees with an opportunity to acquire experience in query-negotiation through their participation in role-playing exercises that demonstrate the five basic negotiation ingredients identified in the Introduction to Negotiation Process--A.

Upon completion of this session, each trainee should be able to:

1. Understand the concerns of the field agent in one of his major roles
2. Describe the kinds of situations in which the retrieval specialist assumes major responsibility for the query-negotiation function
3. Prepare for the application of the major concepts in this module to their own query-negotiation activities

B. Participants

Trainers:	A session moderator and two experienced center staff personnel (field agents and/or retrieval specialists) to conduct the role-playing exercises
Trainees:	Retrieval specialists

C. Summary of Module Activities

This session should be conducted by a panel of three trainers: one to serve as the moderator and two to conduct the role-playing exercises.

The session moderator will be responsible for the Introductory Statement and presentation of the Session Summary (Steps 1 and 7). The other two trainers, in addition to providing the moderator with additional technical expertise, will be responsible for the presentation of the five key session concepts (Steps 2 through 6). Before each role-playing exercise, a trainer will provide a definitive description of the session concept, and set the stage for the retrieval specialist/client negotiation. He will then be aided by two trainees for each of the two exercises. Following the role-playing exercises, the trainer will moderate a brief discussion period.

After all five concepts have been described, demonstrated, and discussed, the session moderator will present the Session Summary.

D. Duration

Two hours

SESSION NO. 23

THE QUERY NEGOTIATION PROCESS--B

Role-Playing "Set the Stage"

The following pages set the stage for role-playing situations that will be used during the session. Note that for each exercise there is a field agent situation and a retrieval specialist situation.

1. Asking the right questions

Exercise No. 1 (Field Agent Situation)

The field agent is attending a meeting of guidance counselors from schools in his district. During a coffee break he is engaged in casual conversation by one of the counselors.

The counselor is new to the district and unaware of the service provided by the field agent. The field agent briefly explains his position and role in the district. Just as the counselor begins to tell about a problem in his school concerning underachieving students, the meeting is called back to order. The field agent quickly suggests they get together immediately after the meeting in a coffee shop nearby. The counselor agrees. The field agent and counselor are now at the coffee shop. The field agent is the first to speak.

Exercise No. 2 (Retrieval Specialist Situation)

The retrieval specialist has received a memo from the state superintendent asking "What was the lowest cost of mutton in Australia during the past 10 years." The retrieval specialist reads the memo twice, then approaches her project manager for a discussion of her concerns: (1) such a request is not typically handled by the Center since it is a general reference question and appears not to relate to the educational process; (2) the requester is the superintendent; (3) how she should handle it. She approaches her manager, and says "You'll never believe the request that I just received...."

2. Guiding the discussion

Exercise No. 1 (Field Agent Situation)

The field agent is discussing a plan that a local high school principal has for involving the students in a drug education program.

While the principal says he is convinced that "The kids need to participate actively in the development of the program if it is to be a success," he is also hesitant about allowing them too much freedom in the selection of guest speakers, films, and drug abuse literature.

The field agent, sensing the conflict between the principal's goal of student involvement and his lack of confidence in the students' judgment, is faced with the need to redirect the discussion and reassure the principal. The field agent comments...

Exercise No. 2 (Retrieval Specialist Situation)

The retrieval specialist has been asked to attend a meeting of media specialists in the SEA who are planning to build a list of multimedia materials approrpiate for bilingual programs, K-6. The chairman of the meeting has asked the retrieval specialist to talk a little about the Center's services and to find out from the group, which has just begun to work in small committees, what kinds of help it needs to complete its work.

3. Analyzing the client's real concerns and motivations

Exercise No. 1 (Field Agent Situation)

The field agent received a telephone request from an elementary teacher for information regarding different forms of student grading systems in use within her state. The field agent complied with her request, and made an appointment to deliver the material to her in person.

During his explanation of the contents of the package, she casually mentioned that this was her first year of teaching and that "parent conferences scare me to death." This clue led the field agent to discuss in more detail the real concern she neglected to reveal in her telephone conversation (the conduct of parent-teacher conferences).

The field agent is the first to speak.

Exercise No. 2 (Retrieval Specialist Situation)

A field agent is visiting the central office, and in chatting with the retrieval specialist, indicates that he might be interested in having a search performed on recently published materials in the field of evaluation and dissemination which would be useful as professional reading. The field agent begins the conversation with "I know that there is not too much written on the role of the field agent per se--that much of the material is on the general role of change agents--but I'm wondering if you might find a few fairly relevant things in the file..."

4. Learning to listen

Exercise No. 1 (Field Agent Situation)

The field agent is working very hard on a program that is intended to evaluate the results of a new method of teaching history.

During a visit to one of the high schools in his district that is participating in the design of the program, he is confronted by a history teacher who has some very negative comments to make about the value of the program.

The teacher speaks first.

Exercise No. 2 (Retrieval Specialist Situation)

The retrieval specialist has received a telephone call from a teacher in the field who is not happy with the search results she has received, and is blaming the field agent for not listening to her request in the first place and the retrieval specialist for sending it out. The teacher is saying "...I feel that there is little reason for us to support your service if there isn't some way for us to get materials that really relate to our concerns."

5. Establishing rapport with the client

Exercise No. 1 (Field Agent Situation)

The field agent was contacted by the secretary of a high school principal who was new to the area. The secretary indicated an interest on the part of the principal in becoming acquainted with the field agent. Furthermore, she mentioned the name of a field agent in a city nearby that the principal had worked with in the past. The field agent expressed his interest in meeting the principal and a meeting date was set.

Before the meeting, the field agent contacted the field agent in a city nearby and obtained the following information:

- The principal is in his late forties; he is cordial but businesslike.
- He is a graduate of USC, and holds a master's degree in Business Administration. His major area of interest is educational research.
- He has been president of the principals' association in his former area.
- He is a sports enthusiast, and actively participates in sports such as golf, handball, and swimming.
- Most of the services the field agent in the city nearby had provided him were related to his interest in educational research; especially curriculum development and new teaching methods.
- He was well respected by his colleagues, but was known for his "take charge" personality. Projects he was associated with had a way of "getting done".

The initial meeting between the field agent and the principal takes place with the secretary ushering the field agent into the principal's office and the principal saying "Good morning. I've been looking forward to meeting you."

Exercise No. 2 (Retrieval Specialist Situation)

The head reference librarian from a university nearby calls the retrieval specialist to ask for help on a computer search of ERIC that has been requested by the dean of the College of Education. She comes across fairly pleasantly, but the retrieval specialist senses that the librarian feels insecure and uncomfortable in using a resource once-removed.

SESSION NO. 24

PACKAGING AND COMMUNICATING SEARCH RESULTS

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To acquaint trainees with the kinds of decisions that should be made and the kinds of activities that are involved in the processing delivery of search results.

Upon completion of this module, trainees should be able to:

1. Explain the importance of packaging and communication in the filling of an information request
2. Descriminate between alternative formats and styles for presenting retrieval materials
3. Select resources and products particularly suited to a client's request
4. Describe some of the critical elements of a written or verbal communication

B. Participants

Trainers: An instructor

Trainees: All

C. Summary of Module Activities

After the instructor introduces the session and its objectives, the trainees discuss their reading on packaging and how the reading relates to their own operations. Following this discussion, the trainees attempt to apply the guidelines from the reading in planning an information package. This exercise is followed by a discussion of the decisions made in packaging. The group then concludes the module with a discussion of the communication of the information package.

D. Duration

Two hours

SESSION NO. 24

PACKINING AND COMMUNICATING SEARCH RESULTS

Transformation Guidelines

[Reprinted from Far West Laboratory for Educational Research and Development. The Educational Information Consultant (EIC): Skills in Disseminating Educational Information. Berkeley, California: Far West Laboratory for Educational Research and Development, 1972.]

TRANSFORMATION GUIDELINES

After an EIC has searched the resources and gathered information relevant to his client's problem, his next task is to process the information for presentation to his client. The EIC has to "transform" the information--that is, analyze, organize, and synthesize the information--so that it provides a basis upon which the client can solve his problem.

The process of transformation involves redefining the retrieved information into something "actionable." This does not necessarily imply that the information must be reshaped or changed significantly before presentation to the client. It does imply, however, that judgments must be made about the importance, priority, and/or value of the retrieved information to the client and that decisions must be made about organizing and formatting the information. It means that the EIC has to compile information in a format and style appropriate for the client to use.

Levels of Transformation

The EIC can approach transformation on one of several levels, depending on his own expertise and experience and on the sophistication and needs of his client.

1. Selection. At a basic level, transformation can simply involve selection of appropriate information to give the client. Selection overlaps with retrieval in that the EIC opts, during his search, to include or exclude information from his collection. The EIC who screens information as he retrieves is transforming. The EIC should screen retrieved information again in order to decide definitely what to include in a client's package. He has to make final judgments as to whether information is consonant with the client's problem. Two factors usually affect the validity of selection done by the EIC: (a) the limitations of the resources available and (b) the EIC's level of expertise in the client's problem area.

2. Organization. Transformation can mean organization in that the EIC decides how best to arrange retrieved information for presentation to the client. The EIC can choose to categorize relevant information according to a systematic or orderly scheme for client review. If the client, for example, is given a topical bibliography, he can examine information on specific sub-problems or on different types of approaches or on alternative points-of-view about the problem.

3. Summarization. Transformation can mean summarization in that the EIC describes relevant documents and/or their contents for the client in an easy-to-review, abbreviated form. The EIC, in effect, condenses information so that the client can get a quick perspective on the contents or nature of a document. The EIC can

prepare document abstracts, particularly of the indicative type, if the EIC does not feel competent enough to compose informative abstracts.

4. Synthesis. This is the most difficult and time-consuming level of transformation in that it requires ability to analyze and evaluate the content and implications of retrieved data and to translate accurately the results of that analysis in a format and terminology understandable and useful to the client. Synthesis requires selection, organization, and summarization skills. If the EIC is knowledgeable in a specialized field of interest, he may have the competence and expertise to analyze and synthesize information in that area for a client. It is primarily through repeated experience, however, that the EIC can synthesize information more confidently--preparing state-of-the-art reports, literature reviews, informative abstracts, etc.

Transformation at any one of the above levels does not have to be performed entirely by the EIC. In fact, it may be advantageous for the EIC to extend his network at this point. The EIC may have access to transformed information prepared by other centers or services within the information dissemination network. For example, an EIC operating in a school library could use information prepared by a district or regional center.

Transformation can be accomplished, too, through consultation with experts and other EIC's. The EIC can contact experts in the client's area who can synthesize information for the client or can serve as resources on the problem. The EIC can check with other EIC's who may have already prepared information packages in the client's problem area.

Planning the Package

When planning how to transform information on a particular client's problem, the EIC may find it helpful to consider the following factors:

1. The type of information needed by the client. Check the record of the initial negotiation interview for relevant data:

   a. The depth of the information to be provided may depend on whether the client wants descriptive, quantitative, or review information or some combination of these. Look for clues in terms of the client's own knowledge of and level of sophistication in the problem area. Consider who the client is and the type of information which will fit him best. For example, clients experienced in research or research-related activities may prefer to examine information containing original data and descriptions of methodology; while others less experienced in research techniques may prefer to review summaries of research results. Think about the resources available to the client. A teacher who does not have access to an extensive library collection, for example, would need more than just a bibliography. The importance the client attaches to finding a solution to the problem may be another indicator of depth needed. If the client is just beginning to explore the problem area, it may be appropriate to give him a variety of background information, in-depth research material, or original sources. If, on the other hand, the client needs an immediate solution to his problem, it may be more appropriate to provide solution-oriented materials, such as program guides, abstracts of research results, and other summarized information.

b. The quantity of information may be affected by the client's purpose in requesting assistance or by his plans for using the information, e.g., to prepare a funding proposal, to present to a curriculum committee for review, to do individual research, to set up a teacher training workshop, to initiate administrative or curriculum planning, etc. The date the client needs the information and the amount of time he plans to spend reviewing it may also delimit the amount of information which should be provided.

c. The format of the information may be determined by the depth and quantity required and also by the client's expectations. (See section on Preparing the Package for list of alternative formats.) For example, he may ask for a bibliography, copies of articles, curriculum materials, or a review of research, among others. Check whether the report should be verbal or written. Consider also whether the information retrieved lends itself to review in a specific or varied format. How is it best presented? Should similar information from different sources be presented in the same format for easy comparison?

2. The type of information retrieved. The EIC's search--whether research-oriented, program-oriented, overview, or review--reveals available information on the client's problem and therefore directly affects the job of transformation. The EIC may have to abstract, summarize, review, organize, or simply duplicate the information he has retrieved, but the extent of his transforming will depend on the amount, complexity, degree of relevance, and accessibility of the retrieved information.

Preparing the Package

Transformed information should be tailored to the needs of the client and transmitted as an individualized package. Each package can contain, of course, different types of transformed information in different delivery forms.

Some client packages may contain just photocopies, microfiche, or original copies of selected items, including: research reports, books, articles, professional journals, occasional papers, agency bulletins, unpublished papers, newsletters, curriculum guides and materials, program descriptions and brochures, and/or audiovisual materials. These items can be loaned or given to the client.

Any of the above items can also be specially *organized*, *summarized* or *synthesized* for inclusion in a client package. The list below identifies some alternative *formats* in which information can be presented to a client:

Bibliography. A list of sources of information, such as books, articles, periodicals, reports, and other documents, arranged alphabetically by authors, editors, or titles. The bibliography cites references included in the client package or available elsewhere which are pertinent to the problem.

Topical bibliography. A bibliography in which references are identified and listed in groups under headings to indicate relevance to specific sub-categories or aspects of the problem.

Annotated bibliography. A bibliography in which the subject and contents of each reference are described. If appropriate, some evaluation of each reference can also be included in the description.

List of special resources. A listing of non-bibliographic sources from which information relevant to the problem may be obtained. The list may include human resources, such as consultants and subject area specialists; organizations; research institutions; and/or operating programs and projects involved in activities pertinent to the client's problem. Each citation should include, if possible, a personal contact, address, telephone, etc., and a brief description of the relevant activities or area of knowledge.

Abstract or summary. A brief condensation of an article, research report, or other document, describing either the document itself or its contents. An abstract describing the general nature and scope of the document, rather than summarizing the significant content in the document, can be prepared more easily and successfully, particularly if the EIC is not knowledgeable in the problem area or is inexperienced in analysis and synthesis of information.

Literature review. A comprehensive summary reporting the findings of a survey of materials dealing with or related to the client's problem.[1] Preparation of such a review involves application of skills in organization, summarization, and synthesis of information.

State-of-the-art summary. A critical analysis and summarization of research and theory accomplished in the problem area. This may be based on study of literature and research, conference or project reports, on site visits, and on consultations with experts. Preparation of such a summary requires application of interpretation and synthesis skills.[2]

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[1] Carter V. Good, ed. *Dictionary of education*. (2nd ed.) New York: McGraw-Hill Book Company, Inc., 1959, p. 469.

[2] *Ibid.*, p. 532.

SESSION NO. 24

PACKAGING AND COMMUNICATING SEARCH RESULTS

Guidelines for Conveying Information to Client

[Reprinted from Far West Laboratory for Educational Research and Development. The Educational Information Consultant (EIC): Skills in Disseminating Educational Information. Berkeley, California: Far West Laboratory for Educational Research and Development, 1972.]

GUIDELINES FOR CONVEYING INFORMATION TO CLIENT

Communication is the written or verbal process of conveying retrieved and transformed information back to the client. As such, it is an integral process in the successful performance of the EIC role. Through communication, the EIC clarifies the results of the search and explains the contents of the information package, its organization and limitations, to the client.

Client satisfaction may depend on a systematic communication of the information package. Critical elements of a verbal or written communication include:

1. Statement of the Client's Problem. Restate or paraphrase the problem to indicate your understanding of it. If appropriate, refer to the "contract" made with the client, particularly in terms of the type of information needed, the time required, and the purpose for requesting assistance.

2. Description of the Contents of the Information Package. List or review the materials and/or types of information you included in the package. Explain how the information is organized--that is, by topic or problem-related area, by type of program, etc. Indicate also the amount and kind of information included--that is, abstracted material; bibliography, topical or annotated; a literature review; a state-of-the-art summary; sample curriculum or audiovisual materials; copies of original documents; etc. [Note: It is seldom appropriate to organize a package so that all bibliographies or abstracts are grouped together. Such an organization crosses program or topic lines indiscriminately and may tend to confuse the client.]

3. Limitations of the Package. How conclusive or definitive is the information included in the package? Indicate whether more information pertinent to the problem is forthcoming or should be obtained. In addition, made a general statement about what you wanted to include but couldn't. Explain why--i.e., that information could not be located; that materials had been ordered, but not received; that costs were prohibitive; or that your access to appropriate resources was limited or not possible. Note whether such information is important enough that the client should wait for you to locate it or try to find it himself. If so, explain how, where, and when it can be obtained.

   If appropriate, note the amount or kind of information excluded from the package and why--for example, it was irrelevant, costly, not applicable or untimely. Note also whether any difficulty you encountered in finding on-target, relevant information imposes limitations on the package.

You also have the option of stating your level of competence in selecting, making judgments about relevance, and transforming information. An EIC's competence is acquired over time. It increases with repeated exposure to the educational information field. Knowledge of the EIC's level of expertise and his experience in dealing with different kinds of information offers clues as to the uniqueness of the package and gives the client the option of making an independent judgment about the quality of information in the package.

4. Recommendations and Conclusions. Even if a series of recommendations has been included in 2 and 3 above, it is helpful to review and summarize for the client alternatives for using the package of information. Here is where you can share your expertise with the client and indicate how the client can effectively use the information in the package to make the final decisions himself. You may suggest alternate ways in which the information package might be approached for potential problem solution. For example, you might indicate that, "From past experience, we have found that, in attacking an administrative problem such as this, it is best to define an operational base from one particular source, such as the article I have before me now, and tie in the other sources I have provided as they help to identify the appropriate problem solution(s)." "You might come up with a consolidated position paper if you use the best ideas from each of these sources." Such an approach will give the client a better feeling for the material presented in relation to his particular problem. Input to the client should also include different ways to review and evaluate information in the package, based on the number of people involved in the review and the amount of time available to the reviewer(s). You may suggest a particular order for examining different items or indicate which items are solution-oriented, as opposed to background or supplemental, information on the problem. For example, "the abstracts of these research reports present current theory on inquiry learning and teaching techniques. They might give you some helpful background on the instructional techniques used in several of the curriculum programs which I've also reported in your package."

5. Client Reaction. Remember to seek the client's reaction to the package and to your presentation and description of it. Client reaction is an important indicator of the worth of your service. Does the client feel that his problem or question was answered? Was the service time-saving? Was the package satisfactory, comprehensive enough, understandable, clear, etc.? Would the client recommend your service to others? It may be helpful to incorporate in your package or presentation a formal or informal evaluation form for recording the client's response to these and similar questions.

SESSION NO. 24

PACKAGING AND COMMUNICATING SEARCH RESULTS

User Feedback Forms

Many centers find forms such as these useful for evaluation of their services.

1271 I-91[illegible]2

INFORMS EVALUATION FORM

IOWA NETWORK FOR OBTAINING RESOURCE MATERIALS FOR SCHOOLS
Educational Media Section
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

NEGOTIATOR: ______________________ DATE: ______________

CLIENT: ______________________ POSITION: ______________

SCHOOL/DISTRICT: ______________________ CITY: ______________

This evaluation form is a measure of the relevance and value of the information sent in response to your request. At this time manual searches will be the only method of retrieval of information from our data bank. It is most important that this evaluation form be completed with constructive criticism given. Please complete this form and return it in the enclosed pre-addressed envelope.

1. How did you receive the packet of information?

   Personal contact ______________
   Mail ______________
   Title II delivery ______________

2. Did you have direction in the use of the information packet?

   Yes ______________
   No ______________

   Comment on the effectiveness of the directions to the use of the material:

3. Were the search materials pertinent to your request?

	All(100%)	Most(75%)	Half(50%)	Few(25%)	None(0%)
Microfiche and/or abstracts					
Xeroxed articles					
Bibliographies					
Pamphlets					
Other materials					

4. Was the information received of sufficient use to you that you would be willing to pay for a search?

5. Please make additional comments, helpful suggestions or criticisms.

RISE

LITERATURE SEARCH

EVALUATION

Search #_______

NAME: ______________________________

POSITION ______________________________

SCHOOL OR INSTITUTION________________________

SEARCH TITLE ____________________________

Directions: Check only one alternative for each question. Most of the questions allow you to check one of five alternatives from "very good" to "negligible". Please return in the enclosed self-addressed envelope at your earliest convenience.

	VERY GOOD ▽	ABOVE AVERAGE ▽	AVERAGE ▽	BELOW AVERAGE ▽	NEGLIGIBLE ▽
1. To what extent did you find it easy to specify your topic with the person handling your request?	☐	☐	☐	☐	☐
2. To what extent was your topic adequately covered by the R.I.S.E. information package?	☐	☐	☐	☐	☐
3. To what extent did the information sent by R.I.S.E. increase your understanding of the requested topic?	☐	☐	☐	☐	☐
4. To what extent do you consider the literature searching service (in general) of R.I.S.E. to be useful for your professional functioning?	☐	☐	☐	☐	☐

5. Which part of the information package do you consider most valuable?

☐ copies of documents ☐ R.I.S.E. bibliography

6. You would rate the copies of documents that were sent to you as:

☐ too technical
☐ technical, but useful
☐ well-balanced between technical and non-technical
☐ non-technical, but useful
☐ too non-technical

RISE Ev. 11/70

7. The information sent to you arrived:

☐ much earlier than expected
☐ slightly earlier than expected
☐ in time for your purposes
☐ late but still useful
☐ too late for your purposes

8. Your original intent (check only the single most pertinent intent) for the information package was:

☐ making a decision concerning an educational issue
☐ planning a program that currently is not available
☐ modifying or improving a program that currently exists
☐ increasing professional background knowledge about a topic
☐ other (please specify) ________________________________

9. Do you think you could have done as good a literature search as the one received from R.I.S.E. if given ample time?

☐ yes
☐ no

10. Did you look up any of the citations on the bibliography for which no copies of the document were provided?

☐ yes
☐ no

11. What part of the literature search would you have done alone if the service had not been available from R.I.S.E.?

☐ all
☐ most
☐ some
☐ little
☐ none

12. After receiving the R.I.S.E. information package, how was it actually used (please use other side if necessary)?

____

____

13. What general comments, criticisms, suggestions, etc., can you offer about the literature search (please use other side if necessary)?

____

____

14. How did you find out about the services of R.I.S.E.?

☐ newsletter
☐ newspaper
☐ in-service
☐ R.I.S.E. brochure
☐ R.I.S.E. clients
☐ other means (specify)_____

____

THANK YOU FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF R.I.S.E.

RISE Ev. 11/70

ND RIC

Preliminary Draft

RIC EVALUATION FORM

Interviewer ____________________

Position ______________________ Agency ____________________________ Search No. ___

1. Were you able to identify from the abstracts provided materials which appeared to meet your information needs? ___Yes ___No ___Partially

2. Have you received (___Yes ___No), have you requested (___Yes ___No), or are you going to request (___Yes ___No) documents?
   In microfiche___, hard copy___, or both___ formats?

3. Did the documents received provide you with the type of information desired?
   ___Yes ___No ___Partially

4. Have others used the material you received? ___Yes ___No Approximately how many___?
   Have others seen the material you received? ___Yes ___No Approximately how many___?

5. a. Do you have access in your school to a microfiche reader? ___Yes ___No
   b. If not, do you wish one on a loan basis? ___Yes ___No When? ______________

6. Is it necessary to:
   a. renegotiate the search? ___Yes ___No
   b. broaden the search to cover related areas? ___Yes ___No
   c. conduct a search on a different topic? ___Yes ___No

7. What specific benefits can you point to as having resulted from the information provided? ____

8. What strengths or weaknesses were there in the services provided you by RIC?
   ____

9. Can RIC assist you in any way in furthering your problem-solving efforts?
   ___Yes ___No In what way? ____
   ____

Sample Client Feedback Form #1*

(Please respond to all questions)

Title of Position ____________________ Name (optional) ____________________

1. Which of the following best describes the reason for your request? (More than one choice permitted)

____Classroom needs as I deal daily with students
____School or department working on educational improvement in the area of my request
____Professional growth (writing, reading, or further schooling) necessitated additional information
____Interest as a result of attending a meeting, conference, etc.
____Other (specify)____

____

2. Which of the following best describes how you used the information received as a result of your request? (More than one choice permitted)

____To complete the original pursuit
____To investigate new pursuits it suggested
____To re-evaluate the direction of the original pursuit
____To assist in decision-making about educational practices
____Other (Specify)____

____

3. One of the objectives of the Information Center is to provide "one-stop" service where referrals to programs, printed materials, and consultants are available from one source.

a. Are you familiar with other institutions, individuals, or agencies which could provide this "one-stop" service?

Yes ____ No ____ (If yes, please indicate the name(s))

b. From what source(s) did you obtain information prior to your using the Information Center?

4. How would you rate the services provided by the Information Center?

/_________/____________/____________/___________/____________________/
excellent adequate unnecessary

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*Adapted from User Evaluation Questionnaires, designed by the MOREL Information Center, Detroit, Michigan

5. What activities would you suggest we

   a. start?

   b. stop?

6. Regarding the projects and programs referred to you, did you review the background information supplied?

   ____Completely
   ____Somewhat
   ____Not at all
   ____None provided

7. Did you write, telephone, or visit a project or program?

   ____Yes (specify) ____Mail ____Telephone ____Visitation
   ____No

8. How would you rate the contribution of the project or program you wrote to, telephoned, or visited?

   ____Provided many new ideas
   ____Provided some new ideas
   ____Provided very little that was new
   ____Reinforced present thinking
   ____Irrelevant
   ____Other (specify)____

   ____

9. Regarding the printed materials (bibliographies, articles, etc.) sent to you, were they

   a. read

   /__________/_____/_____/_______/_______/______/__________/
   extensively in part not at all

   b. relevant to your needs?

   /__________/_____/_____/_______/_______/______/__________/

10. Concerning the referrals to other agencies for additional information, were they contacted?

    ____Yes
    ____No
    ____No referrals given

11. If agencies to which you were referred were contacted, to what extent were they able to assist you?

    /__________/________/________/________/_____/_____/_______/
    extensively somewhat not at all

Sample Client Feedback Form #2*

1. Why was the search requested? For example:

____For school board presentation
____For staff discussion
____For inservice training
____For developing a district program
____Others ____

____

2. The use of this material resulted in:

____A new project or program
____A product, brochure, questionnaire, etc.
____An expanded use of a current technique
____Community involvement--meetings on drug abuse, integration, etc.
____Inservice training
____A change in school policy
____Staff discussion
____Developing a proposal for funding
____No use made
____Other ____

____

3. The above use represents what kind of planning assistance:

____Concept
____Definition
____Product
____Operation
____All four

4. The information center planning assistance was:

____Key
____Equally with others
____Ancillary/supportive

5. If the result was a program or project of if it contributed to an ongoing program, what were the approximate number of persons involved in planning:

____Teacher
____Administrators and consultants
____Lay personnel

6. Number served by a program (approximate):

____Preschool/elementary
____Secondary
____Staff/professional

7. Did the use of these materials affect students in any way. If so, how?

____

____

____

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*Follow-up Form on Searches of the Literature, designed by the Contra Costa County PACE Center.

SESSION NO. 24

PACKAGING AND COMMUNICATING SEARCH RESULTS

Packaging Exercise*

Client: Assistant Superintendent for Instruction

Problem Description: A teacher was sending home classwork with a student who was to correct the class' work. This thing of sending a class' work home with one student to correct had been mentioned before, but this was the first time it could be found out in the open. The teacher's name was referred to the principal, but nothing was done. We really do not evaluate teachers in this district closely enough. We need a better system of teacher evaluation, particularly in the period before they come up for tenure. Can you locate any systematic, thorough plans for observing, judging, and helping teachers in the various things they do? Then such difficulties as this might be avoidable.

Limitations: None

Information Retrieved for this Request:

Seven ERIC citations retrieved by computer-search. (Citations are attached.)

Three books were available: (1) a report of a national symposium on evaluation in education (1969, 355 pages), (2) A book by T. M. Stinnett, Professional Problems of Teachers (1968, 541 pages), (3) NEA Opinions of the Committee on Professional Ethics (1969, 113 pages).

Numerous professional articles discussing various facets of evaluating teachers, merit pay for superior teaching, tying teacher rewards to the achievement of their student, etc.

Numerous films for teachers covering all aspects of adolescent psychology, subject matter, and teaching methodology.

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*Adapted from Problem 1, Transformation Module of The Educational Information Consultant (EIC): Skills in Disseminating Educational Information. Berkeley, California: Far West Laboratory for Educational Research and Development, 1972

ERIC ACCESSION NUMBER	ED058289
YEAR	71
CLEARINGHOUSE ACC NO	TM001004
AUTHOR	ZINSER, ROBERT W.
TITLE	COMMUNICATING CLASSROOM TEACHER BEHAVIOR. A SYSTEMATIC APPROACH.
PUBLICATION DATE	71
ISSUE	RIEAPR72
INSTITUTION CODE	RUF15675
INSTITUTION NAME	CLEVELAND PUBLIC SCHOOLS, OHIO.
EDRS PRICE	EDRS PRICE MF-$0.65 HC-$3.29
CONTRACT/GRANT NUMBER	OEC-0-70-4892
DESCRIPTIVE NOTE	6P.
DESCRIPTORS	CLASSROOM OBSERVATION TECHNIQUES
DESCRIPTORS	COMMUNICATION (THOUGHT TRANSFER)
DESCRIPTORS	COMPUTER ORIENTED PROGRAMS
DESCRIPTORS	FEEDBACK
DESCRIPTORS	INPUT OUTPUT DEVICES
DESCRIPTORS	INSTRUCTIONAL IMPROVEMENT
DESCRIPTORS	INTERACTION PROCESS ANALYSIS
DESCRIPTORS	MODELS
DESCRIPTORS	SYSTEMS APPROACH
DESCRIPTORS	TEACHER BEHAVIOR
DESCRIPTORS	TEACHER EVALUATION
ABSTRACT	PRESENTS AN APPROACH TO MAKING THE PRODUCT OF OBSERVATION SYSTEMS READILY AVAILABLE TO ALL MEMBERS OF A SCHOOL SYSTEM. THE INPUT SYSTEM CONSISTS OF THREE OPSCAN RECORDING SHEETS, THE OUTPUT SYSTEM OF PRINT-OUTS FOR EACH RECORDING SHEET AS WELL AS SUMMARY DATA. THIS SYSTEM GIVES THE TEACHER AN OPPORTUNITY TO CHANGE HIS BEHAVIOR BASED ON DATA ABOUT WHAT HE IS DOING IN THE CLASSROOM, AND PROVIDES CONSULTANTS AND SUPERVISORS WITH NON-JUDGMENTAL, DESCRIPTIVE FEEDBACK FOR DESCRIBING THE TEACHER ROLE. (MS)

ERIC ACCESSION NUMBER	EJ017078
YEAR	70
CLEARINGHOUSE ACC NO	EM500892
TITLE	TEACHERS HELD ACCOUNTABLE FOR STUDENT LEARNING IN RELCV EXPERIMENT
PUBLICATION DATE	70 MAR
ISSUE	CIJE1970
EDRS PRICE	
CONTRACT/GRANT NUMBER	.. .J..U.C...U.. J.
JOURNAL CITATION	AUTOMATED EDUC LETT; 5; 3; 3-5
DESCRIPTORS	ACADEMIC PERFORMANCE
DESCRIPTORS	CURRICULUM DEVELOPMENT
DESCRIPTORS	FLEXIBLE SCHEDULING
DESCRIPTORS	INSTRUCTIONAL IMPROVEMENT
DESCRIPTORS	JUNIOR COLLEGES
DESCRIPTORS	REGIONAL LABORATORIES
DESCRIPTORS	SYSTEMS APPROACH
DESCRIPTORS	TEACHER EVALUATION
DESCRIPTORS	TEACHER SALARIES
IDENTIFIERS	MITCHELL COLLEGE

ERIC ACCESSION NUMBER	ED040253
YEAR	70
CLEARINGHOUSE ACC NO	UD010210
AUTHOR	MOOD, ALEXANDER M.
TITLE	DO TEACHERS MAKE A DIFFERENCE?
PUBLICATION DATE	FEB 70
ISSUE	RIEOCT70
EDRS PRICE	EDRS PRICE MF-$0.65 HC-$3.29
CONTRACT/GRANT NUMBER	OEC-5-85-045
DESCRIPTIVE NOTE	28P.; PAPER PRESENTED AT A CONFERENCE SPONSORED BY THE OFFICE OF EDUCATION, BUREAU OF EDUCATIONAL PROFESSIONS DEVELOPMENT, FEBRUARY 1970
DESCRIPTORS	ACADEMIC ACHIEVEMENT
DESCRIPTORS	EDUCATIONAL PLANNING
DESCRIPTORS	EFFECTIVE TEACHING
DESCRIPTORS	MODELS
DESCRIPTORS	POLICY FORMATION
DESCRIPTORS	PREDICTIVE MEASUREMENT
DESCRIPTORS	SOCIOECONOMIC STATUS
DESCRIPTORS	STUDENT CHARACTERISTICS
DESCRIPTORS	STUDENT TEACHER RELATIONSHIP
DESCRIPTORS	SYSTEMS APPROACH
DESCRIPTORS	TEACHER EVALUATION
DESCRIPTORS	TEACHER IMPROVEMENT
DESCRIPTORS	TEACHER INFLUENCE
DESCRIPTORS	TEACHING EXPERIENCE
DESCRIPTORS	TEACHING QUALITY
ABSTRACT	THE COLLECTION AND ANALYSIS OF DATA CONCERNING TEACHER EFFECTIVENESS WILL CONTINUE TO BE OF VERY LIMITED USE TO TEACHERS AND ADMINISTRATORS UNTIL OUR MODELS OF THE EDUCATIONAL PROCESS BECOME MUCH MORE SOPHISTICATED. TEACHER PERFORMANCE INDICATORS APPEAR MORE RELEVANT FOR JUDGING TEACHER EFFECTIVENESS THAN CERTIFICATION, EDUCATION, AND EXPERIENCE. TEACHER EFFECTS MAY WELL BE SERIOUSLY UNDERESTIMATED IF ACHIEVEMENT DATA ARE FIRST CALIBRATED FOR STUDENT SOCIOECONOMIC STATUS, AS THE PRESENT RUDIMENTARY STATE OF OUR QUANTITATIVE MODELS DOES NOT PERMIT US TO DISENTANGLE THE EFFECTS OF HOME, SCHOOL, AND PEERS ON STUDENTS' ACHIEVEMENT. ALTHOUGH MANY INVESTIGATORS BELIEVE THAT TEACHERS MAY BE THE MOST IMPORTANT FACTOR IN EDUCATIONAL ACHIEVEMENT FOR MOST CHILDREN, THAT BELIEF RESTS LARGELY ON JUDGMENT AND DOES NOT GIVE US ANY CLUE AS TO HOW IT OPERATES. WITHOUT THAT, IT IS NOT OF MUCH USE FOR POLICY FORMULATION OR ADMINISTRATIVE PRACTICE. WE ABSOLUTELY MUST PIN DOWN THE CONNECTIONS BETWEEN THE INPUTS AND THE OUTPUTS OF EDUCATION; WITHOUT THAT KIND OF THEORETICAL STRUCTURE WE CAN FLOUNDER INDEFINITELY IN OUR EFFORTS TO IMPROVE THE PROCESS. (AUTHOR/JM)

ERIC ACCESSION NUMBER	ED034076
YEAR	70
CLEARINGHOUSE ACC NO	AA000436
AUTHOR	BURDIN, JOEL L., ED.
AUTHOR	LANZILLOTTI, KALIOPEE, ED.
TITLE	A READER'S GUIDE TO THE COMPREHENSIVE MODELS FOR PREPARING ELEMENTARY TEACHERS.
PUBLICATION DATE	FEB 70
ISSUE	RIEAPR70
INSTITUTION CODE	BBB01961
INSTITUTION NAME	ERIC CLEARINGHOUSE ON TEACHER EDUCATION, WASHINGTON, D.C.
SPONSORING AGENCY CODE	RMQ66004
SPONSORING AGENCY NAME	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE	EDRS PRICE MF-$0.65 HC-$13.16
CONTRACT/GRANT NUMBER	OEC-0-8-080490-3706
BUREAU NUMBER	BR-8-0490
AVAILABILITY	AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, ONE DUPONT CIRCLE, N.W., WASHINGTON, D.C. 20036 ($4.00)
DESCRIPTIVE NOTE	316P.
DESCRIPTORS	ACADEMIC EDUCATION
DESCRIPTORS	BEHAVIORAL OBJECTIVES
DESCRIPTORS	COLLEGE SCHOOL COOPERATION
DESCRIPTORS	DIFFERENTIATED STAFFS
DESCRIPTORS	ELEMENTARY SCHOOL TEACHERS
DESCRIPTORS	FEEDBACK
DESCRIPTORS	INDIVIDUALIZED INSTRUCTION
DESCRIPTORS	INFORMATION SYSTEMS
DESCRIPTORS	INSERVICE TEACHER EDUCATION
DESCRIPTORS	MODELS
DESCRIPTORS	PRESERVICE EDUCATION
DESCRIPTORS	PROFESSIONAL EDUCATION
DESCRIPTORS	PROGRAM ADMINISTRATION
DESCRIPTORS	PROGRAM EVALUATION
DESCRIPTORS	SCHOOL COMMUNITY COOPERATION
DESCRIPTORS	SYSTEMS APPROACH
DESCRIPTORS	TEACHER EDUCATION CURRICULUM
DESCRIPTORS	TEACHER EDUCATORS
DESCRIPTORS	TEACHER EVALUATION
DESCRIPTORS	TEACHER SELECTION
DESCRIPTORS	TEACHING EXPERIENCE
IDENTIFIERS	SPECIFICATIONS FOR ELEMENTARY TEACHER EDUCATION
ABSTRACT	THIS PUBLICATION IS INTENDED TO SERVE AS A GUIDE TO NINE ELEMENTARY TEACHER EDUCATION MODELS FINANCED BY THE U. S. OFFICE OF EDUCATION IN 1968. THE AUTHORS OF THE MODELS, GATHERED AT A 2-DAY CONFERENCE IN APRIL, 1969, WROTE THE NINE SUMMARIES OF THEIR MODELS WHICH APPEAR IN THIS GUIDE. EACH SUMMARY IS SIMILARLY ORGANIZED (EXCEPT ONE NOT WRITTEN AT THE CONFERENCE) AND PRESENTS INFORMATION ABOUT MODEL GOALS; SELECTION PROCEDURES; PRESERVICE, PROFESSIONAL, ACADEMIC, AND INSERVICE COMPONENTS; FACULTY; EVALUATION; AND

MANAGEMENT. AN INDEX AT THE END OF THE GUIDE CROSS REFERENCES SIMILAR CONCEPTS IN THE MODEL SUMMARIES, SUCH AS BEHAVIORAL OBJECTIVES, INDIVIDUALIZED INSTRUCTION, BEHAVIORAL SPECIFICATIONS, AND A SYSTEMS APPROACH TO TEACHER EDUCATION. THE GUIDE ALSO INCLUDES A TRANSCRIPT OF A DISCUSSION AMONG THE WRITERS ABOUT CERTIFICATION, INSTITUTIONAL CHANGE, INSERVICE PROGRAMS, AND OTHER CONCERNS OF TEACHER EDUCATORS. RELATED DOCUMENTS (INCLUDING THE NINE MODELS FROM FLORIDA STATE UNIVERSITY; MICHIGAN STATE UNIVERSITY; NORTHWEST REGIONAL EDUCATIONAL LABORATORY; SYRACUSE UNIVERSITY; TEACHERS COLLEGE, COLUMBIA UNIVERSITY; AND THE UNIVERSITIES OF GEORGIA, MASSACHUSETTS, PITTSBURGH, AND TOLEDO) ARE ED'S: 018 677, 025 456-7, 024 490, 025 491-2, 025 495, 026 301-2, 026 305-31, 027 268, 027 276, 027 283, 027 284, 027 285-7, 029 813, 030 631, 031 460. (LP)

ERIC ACCESSION NUMBER	ED026317
YEAR	68
CLEARINGHOUSE ACC NO	SP002166
AUTHOR	LAMB, GEORGE
TITLE	APPENDIX L. A SEQUENCE FOR THE PRACTICUM.
PUBLICATION DATE	OCT 68
ISSUE	RIEJUN69
INSTITUTION CODE	RIK65325
INSTITUTION NAME	NORTHWEST REGIONAL EDUCATIONAL LAB., PORTLAND, OREG.
SPONSORING AGENCY CODE	RMQ66004
SPONSORING AGENCY NAME	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE	EDRS PRICE MF-$0.65 HC-$3.29
CONTRACT/GRANT NUMBER	OEC-0-8-089022(010)
BUREAU NUMBER	BR-8-9022
DESCRIPTIVE NOTE	10P.; APPENDIX L IN A COMPETENCY BASED, FIELD CENTERED, SYSTEMS APPROACH TO ELEMENTARY TEACHER EDUCATION; FINAL REPORT. VOL. II, P248-254.
DESCRIPTORS	COURSE ORGANIZATION
DESCRIPTORS	EVALUATION CRITERIA
DESCRIPTORS	INSTRUCTION
DESCRIPTORS	MODELS
DESCRIPTORS	PRACTICUMS
DESCRIPTORS	SEQUENTIAL APPROACH
DESCRIPTORS	SEQUENTIAL PROGRAMS
DESCRIPTORS	SYSTEMS APPROACH
DESCRIPTORS	TEACHER EDUCATION
DESCRIPTORS	TEACHER EVALUATION
DESCRIPTORS	TEACHER EXPERIENCE
IDENTIFIERS	COMFIELD MODEL TEACHER EDUCATION PROGRAM
ABSTRACT	PRACTICUM EXPERIENCES FOR THE STUDENT TEACHER SHOULD BE SEQUENTIALLY ORDERED, PROCEEDING FROM THE SIMPLE TO THE COMPLEX. HAVING IDENTIFIED THE AREAS OF INSTRUCTIONAL EXPERIENCE AS (1) NUMBER OF LESSONS TAUGHT PER DAY, (2) NUMBER OF PUPILS TAUGHT PER LESSON, (3) SEQUENTIAL CONTEXT OF THE LESSON TAUGHT, (4) COGNITIVE LEVEL OF THE LESSON TAUGHT, AND (5) LEVEL OF DECISION RESPONSIBILITY, IT IS POSSIBLE TO RATE SEQUENTIALLY LEVELS OF EXPERIENCE IN EACH AREA, E.G., 1.1 = LESS THAN ONE LESSON PER DAY, 1.2 = ONE LESSON PER DAY, 1.3 = TWO LESSONS PER DAY, AND SO ON. MOREOVER, THESE TEACHING EXPERIENCES MAY BE APPRAISED IN TERMS OF THE STUDENT TEACHER'S (1) DEFINITION OF OBJECTIVES, (2) ADJUSTMENT

FOR INDIVIDUAL DIFFERENCES, (3) SELECTION OF STRATEGIES (4) ORGANIZATION OF ENVIRONMENT, (5) INTERACTION WITH PUPILS, (6) EVALUATION OF PUPIL GROWTH, AND (7) DEFINITION OF THE NEXT STEP. WHEN THE SEQUENTIAL STAGES OF EXPERIENCE ARE ORDERED ALONG A HORIZONTAL AXIS AND THE APPRAISAL CRITERIA ARE ORDERED ALONG A VERTICAL AXIS, A MATRIX DEMONSTRATING THE RELATIONSHIP BETWEEN THE SEQUENTIAL STAGES OF EXPERIENCE AND THE APPRAISAL CRITERIA IS FORMED. (THIS DOCUMENT AND SP 002 155-SP 002 180 COMPRISE THE APPENDIXES FOR THE COMFIELD MODEL TEACHER EDUCATION PROGRAM SPECIFICATIONS IN SP 002 154.) (SG)

ERIC ACCESSION NUMBER	ED025857
YEAR	68
CLEARINGHOUSE ACC NO	EA001955
AUTHOR	EIDELL, TERRY L., COMP.
AUTHOR	KLEBE, JOHN A., COMP.
TITLE	ANNOTATED BIBLIOGRAPHY ON THE EVALUATION OF EDUCATIONAL PROGRAMS.
PUBLICATION DATE	NOV 68
ISSUE	RIEJUN69
INSTITUTION CODE	SJJ69850
INSTITUTION NAME	OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL ADMINISTRATION.
SPONSORING AGENCY CODE	RMQ66004
SPONSORING AGENCY NAME	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE	EDRS PRICE MF-$0.65 HC-$3.29
CONTRACT/GRANT NUMBER	OEC-0-8-080353-3514(
BUREAU NUMBER	BR-8-0353
DESCRIPTIVE NOTE	19P.
DESCRIPTORS	ANNOTATED BIBLIOGRAPHIES
DESCRIPTORS	COST EFFECTIVENESS
DESCRIPTORS	COURSE EVALUATION
DESCRIPTORS	CURRICULUM EVALUATION
DESCRIPTORS	EDUCATIONAL CHANGE
DESCRIPTORS	EDUCATIONAL PLANNING
DESCRIPTORS	EDUCATIONAL PROGRAMS
DESCRIPTORS	EDUCATIONAL QUALITY
DESCRIPTORS	EVALUATION METHODS
DESCRIPTORS	FEDERAL PROGRAMS
DESCRIPTORS	PROGRAM EVALUATION
DESCRIPTORS	PUBLIC SCHOOL SYSTEMS
DESCRIPTORS	STATE AID
DESCRIPTORS	SYSTEMS APPROACH
DESCRIPTORS	TEACHER EVALUATION
DESCRIPTORS	VOCATIONAL EDUCATION
ABSTRACT	SIXTY-FOUR BOOKS PAMPHLETS, PAPERS, AND JOURNAL ARTICLES PUBLISHED, FOR THE MOST PART, BETWEEN 1964 AND 1968 ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY ON THE EVALUATION OF EDUCATIONAL PROGRAMS ON THE ELEMENTARY, SECONDARY, AND HIGHER EDUCATION LEVELS. TOPICS COVERED INCLUDE THE EVALUATION OF SCHOOL SUBJECT PROGRAMS, VOCATIONAL PROGRAMS, STATE AID PROGRAMS, CURRICULUM, EDUCATIONAL PLANNING, FEDFRAL PROGRAMS, TEACHING QUALITY, EDUCATIONAL CHANGE, AND EDUCATIONAL OUTCOMES AND QUALITY. SOME ENTRIES PERTAIN TO THE DEVELOPMENT AND USE OF MATHEMATICAL MODELS AND COST-BENEFIT ANALYSIS FOR EVALUATIVE PURPOSES. EMPHASIS IS ON THE METHODS, PROCEDURES, MODELS, AND EXEMPLARS OF EDUCATIONAL PROGRAM EVALUATION. (TT)

ERIC ACCESSION NUMBER	ED017992
YEAR	66
CLEARINGHOUSE ACC NO	EA001189
AUTHOR	EDELFELT, ROY A.
AUTHOR	AND OTHERS
TITLE	REMAKING THE WORLD OF THE CAREER TEACHER. RECORD OF TEACHER EDUCATION AND PROFESSIONAL STANDARDS REGIONAL CONFERENCES (1965-66).
PUBLICATION DATE	66
ISSUE	CUMREPT
INSTITUTION CODE	FGK56700
INSTITUTION NAME	NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.
EDRS PRICE	EDRS PRICE MF-$0.65 HC NOT AVAIL
CONTRACT/GRANT NUMBER	OEC-4-10-163
DESCRIPTIVE NOTE	236P.
DESCRIPTORS	BEGINNING TEACHERS
DESCRIPTORS	CAREER OPPORTUNITIES
DESCRIPTORS	DISADVANTAGED YOUTH
DESCRIPTORS	EDUCATIONAL OBJECTIVES
DESCRIPTORS	FEDERAL PROGRAMS
DESCRIPTORS	INSERVICE TEACHER EDUCATION
DESCRIPTORS	INSTRUCTIONAL INNOVATION
DESCRIPTORS	LEARNING LABORATORIES
DESCRIPTORS	PART TIME TEACHERS
DESCRIPTORS	PROFESSIONAL CONTINUING EDUCATION
DESCRIPTORS	SUPERVISION
DESCRIPTORS	SYSTEMS APPROACH
DESCRIPTORS	TEACHER EDUCATION
DESCRIPTORS	TEACHER EVALUATION
DESCRIPTORS	TEACHER ROLE
DESCRIPTORS	TEACHERS
DESCRIPTORS	TEAM TEACHING
IDENTIFIERS	DISTRICT OF COLUMBIA
ABSTRACT	A SERIES OF REGIONAL CONFERENCES WAS HELD IN EIGHT CITIES ACROSS THE NATION IN 1965-66 AS THE THIRD PHASE OF A MAJOR EFFORT BY THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS TO IMPROVE CONTINUING EDUCATION AND CAREER DEVELOPMENT FOR TEACHERS. NEW WAYS WERE SOUGHT TO SOLVE OLD PROBLEMS, INCLUDING LACK OF TIME TO PLAN AND TEACH, LOCK-STEP INSERVICE EDUCATION REQUIREMENTS, LACK OF DIRECTION FOR BEGINNING TEACHERS, LACK OF COOPERATION BETWEEN SCHOOLS AND COLLEGES, AND EXCESSIVE NONINSTRUCTIONAL DUTIES. THE SUMMARY REPORT PRESENTS KEYNOTE ADDRESSES OF THE EIGHT CONFERENCES, FOLLOWED BY 16 OF THE

100 PROPOSALS DISCUSSED, WITH ATTENTION GIVEN
TO SUCH SUBJECTS AS THE IMPROVEMENT OF
SUPERVISION, INSTRUCTIONAL LABORATORY CENTERS,
PREPARING TEACHERS FOR INNOVATION, AND
INDIVIDUALIZED PROFESSIONAL GROWTH PROGRAMS.
AN ANNOTATED LIST OF ALL THE PROPOSALS
CONSIDERED IS APPENDED. THIS DOCUMENT IS
AVAILABLE AS STOCK NO. 381-17758 (CLOTHBOUND
FOR $4.00) OR STOCK NO. 381-17756 (PAPERBOUND
FOR $3.00) FROM THE PUBLICATIONS-SALES
SECTION, NATIONAL EDUCATION ASSOCIATION, 1201
SIXTEENTH STREET, N.W., WASHINGTON, D.C.
20036. (JK)

SESSION NO. 25

FINDING AND USING HUMAN RESOURCES

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide information on potential non-print sources which may be useful for request fulfillment by both field agents and retrieval specialists.

Upon completion of this module, trainees should:

1. Understand the use of human resources, both as an alternative to print sources and as a supplement to documents.
2. Understand ways of finding human resources (such as SEA consultants, college professors, etc.), particularly low cost resources that the client can afford.
3. Know how to build a human resources file that is fully cross referenced.
4. Know how to evaluate the services of human resources.

B. Participants

Trainers: 1 Retrieval Specialist

Trainees: All

C. Summary of Module Activities

This is a presentation, illustrated with hand-outs of sample forms. After each major point is presented, there is time for group dicussion. Group generated ideas can easily be added to individual copies of the outline.

D. Duration

2 hours

Marsha Thompson is a 5th grade teacher in Union City. The school system is known as "less than progressive." However, Marsha has heard about team teaching and would like to know enough about it that she can convince her principal to let her try it out. She has requested a computer search from the extension agent. However, she now realizes the research papers will never be read or believed by the principal. He is a "show me" man who wants to see or hear about new ideas. He does not want to spend several hours looking over documents. Marsha has asked the extension agent to provide her with some "people-help".

DISCUSSION QUESTIONS:

1. Where would the agent find needed human resources? Which one would he send to see Marsha?
2. Where would the retrieval specialist find needed human resources? Which one would he send to see Marsha?
3. If Marsha had to choose between the agent's consultant and the retrieval specialist's consultant, which one would she choose? Why?

1.0 Where Are Your Human Resources?

1.1 In the school building working as teachers, counselors, principals, etc.

1.2 Working as specialists in your State Education agency.

1.3 Teaching or administering on college and university campuses.

1.4 Relaxing in regional educational laboratories.

1.5 Making very little money in private consultant service offices.

1.6 Accomplishing three jobs at once in Intermediate Education offices.

1.7 Making more money in private enterprise than they can spend.

1.8 Education extension agents helping people at the school district, city, county, or state level.

1.9

1.10

A one page checklist concerning use of human resources is included in this packet.

2.0 How Can You Identify Human Resources?

2.1 By personal, prior experience.

2.2 Word of mouth recommendations.

2.3 Written communication and canvas.

2.4 Telephone

2.5 Local, state, and national directories.

2.6

2.7

See sample letter for identifying human resources.

3.0 How Can You Catalog Human Resources For Easy Access?

3.1 Rotary File

3.2 Printed Indices

3.3 Key-Sort Systems

3.4 Computer-Based File

3.5 In Your Head

3.6 Catalogs

3.7

3.8

See sample file of human resources and list of topics.

4.0 How Will You Inform Potential Clients Of Your Capability?

4.1 Through Extension Agents

4.2 Printed Brochures

4.3 Educational Radio-Television

4.4 Letters of Introduction

4.5 Audio-Visual Presentations

4.6

4.7

5.0 How Can You Give The Client And Extension Agent Some Alternatives?

5.1 A big enough file will supply some choices.

5.2 Give them more than one choice if possible.

5.3 Can the extension agent indicate human needs on the request form?

5.4 Can the client afford to pay?

5.5 Is the client suspicious of S.E.A. personnel?

5.6

5.7

6.0 How Can You Evaluate The Performance Of Your Human Resources--Follow Up?

6.1 Written performance -- criteria forms

6.2 Telephone

6.3 Through the Extension Agent

6.4 Project summary -- case study

6.5 Has any change taken place?

6.6 Is anyone turned on?

6.7 Is it a better place to teach and learn?

6.8

6.9

See humorous evaluation guide.

7.0 Thought Provokers (Grab Bag)

7.1 Does your S.E.A. specialist know about your client and the problem? They might follow up.

7.2 Are your S.E.A. specialists looked upon as regulatory or service oriented?

7.3 The cost factor for consultant service can mean the difference of change versus no change.

7.4 Can you trade your service for consultant service? Be careful.

7.5 How much communication must take place between the extension agent and the consultant? There had better be some.

7.6 The longer you are in business, the greater number of consultant service requests you will have.

7.7 Extension agents demand references to people, places, and things. (50% of the time).

7.8 Your variety of requests will have a tendency to spread out the consultant work.

7.9 Match the client, consultant, and extension agent.

7.10 Sometimes people just need to talk on the phone.

7.11

7.12

Checklist #6

	List:	Not aware of any source of this type	This type of source not relevant	This type of source not accessible	This type of source is accessible	
					Not Used Yet	Used
PERSON SOURCE TYPES						
Consulting Organizations						
Individual Consultants						
Academic Institutions						
Individual Professors, Scholars, & Researchers						
Federal Government Agencies						
Professional Associations						
Other School Systems						
Other Individuals in my School System						

7. Have you used an adequate variety of resources? ________

8. Have you spent enough time searching for resources? ________

9. Have you spent enough time reading, listening to, or observing the resources you have acquired? ________

From: Havelock, R.G. A Workbook of Checklists to Accompany A Guide To Innovation. Ann Arbor: Institute for Social Research.

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BOARD OF EDUCATION

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DALE PARNELL
Superintendent and Executive
Officer of the Board

JESSE FASOLD
Deputy Superintendent and
Secretary of the Board

October 29, 1970

TO: College and University Education Departments and other Consultant Firms

FROM: Oregon Board of Education Retrieval-Dissemination Center

SUBJECT: Inventory of Faculty Consultant Expertise

The Oregon Board of Education has established a Retrieval-Dissemination Center at its Salem offices. The center will be working closely with field agents in Lane and Umatilla counties as well as serving information requests from other school districts in the state. One of the primary purposes of the center is to close the communication gap between research and practices in schools and classrooms. In many cases we will be able to furnish information through microfiche or research abstracts. However, in addition to fulfilling requests for research information, we anticipate the need for consultant services from higher education and related institutions.

We are asking all faculty members interested in responding to consultant requests to indicate such interest and to list their area of expertise. Your department may have such a list compiled now. If so, we would appreciate a copy, in order to complete our resource files quickly. Enclosed you will find a form on which names and expertise areas may be listed.

The Retrieval-Dissemination Center is designed to function in a coordinating and service role. If a request for information or assistance is referred to you, you are free to act as an independent agent and to establish your own relationship with the inquiring school district.

Please complete and mail to Mr. Jack K. Bech, Retrieval Specialist, Oregon Board of Education, 942 Lancaster Drive, Salem, Oregon 97310.

Sincerely,

George Katagiri

George Katagiri
Director
Instructional Technology

GK:rm
Enclosure

OREGON BOARD OF EDUCATION
Retrieval-Dissemination Center

School or Firm Name Department Date

Faculty Consultant Name	Address	Phone No.	Area(s) of Expertise

Please complete and return to: **Jack K. Bech**
Retrieval Specialist
Oregon Board of Education
942 Lancaster Drive NE
Salem, Oregon 97310

OREGON BOARD OF EDUCATION
RETRIEVAL - DISSEMINATION CENTER
942 Lancaster Drive NE
Salem, Oregon 97310

TOPICS FOR CONSULTANT FILE

TOPIC	INSTITUTION
Administration	
Max Abbott	U. of Oregon
Arthur Hearn	U. of Oregon
A.A. Sandin	U. of Oregon
Francis Thiemann	U. of Oregon
Willard Bear	OBE
Milt Baum	OBE
Administrative Attitudes	
Ray Talbert	Educ. Coordinates
Les Wolfe	Educ. Coordinates
Administrative Personnel	
George Brain	W.S.U.
Adult Education	
Isabella McQuisten	O.S.U.
Cliff Norris	OBE
Art, Ceramics	
Bruce Wild	Lane C. C.
Rosco Wright	Lane C. C.
Art Education	
Nancy Conrath	Mt. Hood C. C.
Josephine Cooke	O.S.U.
Leo J. Kirk	O.C.E.
Ron Wigginton	Mt. Hood C. C.
Art, Jewelry	
Morgan Hall	Lane C. C.
Art, Painting	
Tom Blodgett	Lane C. C.
Bruce Dean	Lane C. C.
Harold Hoy	Lane C. C.
Ron Tore Janson	Lane C. C.
Edwin Koch	Lane C. C.
Art, Sculpture	
Weltzin Blix	Lane C. C.
Harold Hoy	Lane C. C.

TOPIC	INSTITUTION
Audiovisual	
Paul Ferguson	Moore Audiovisual (Portland)
Behavior	
Elizabeth Brunette	U. of Portland
Ray Stinnet	E.O.C.
James Weems	E.O.C.
Boards of Education	
W.W. Charters	U. of Oregon
Milt Baum	OBE
Business Education	
Larry Murray	Lane C. C.
Fred Winger	O.S.U.
Jesse Kaufman	OBE
Change Agents	
Ray Talbert	Educ. Coordinates
Les Wolfe	Educ. Coordinates
Class Organization	
Delmer F. Howell	E.O.C.
Clinical Supervision	
Sister Ann Myra Seaver	Marylhurst Coll.
E.F. Gottlieb	Marylhurst Coll.
Co-Curricular Activities	
Grace Graham	U. of Oregon
Kenneth Hills	OBE
Communications	
George Carver	Mt. Hood C. C.
Tom Holmes	Mt. Hood C. C.
Ralph Rogers	Mt. Hood C. C.
Milt Baum	OBE
Communication Skills	
Carol A. Cole	O.S.U.
Margaret Rogers	U. of Oregon

TOPICS FOR CONSULTANT FILE

TOPIC

Administration
Administrative Attitudes
Administrative Personnel
Adult Education
Art, Ceramics
Art, Education
Art, Jewelry
Art, Painting
Art, Sculpture
Audiovisual
Behavior
Boards of Education
Business Education
Change Agents
Class Organization
Co-Curricular Acticities
Communications
Communication Skills
Community College
Computers
Computer Instruction
Consultant Firms
Cooperative Education
Counseling
Curriculum
Curriculum Development
Curriculum, Elementary
Curriculum Evaluation
Curriculum, P.E.
Curriculum, Secondary
Data, Census
Data Processing
Delinquency
Disadvantaged, Edu.
Disadvantaged Youth
Drug Abuse
Early Childhood Educ.
Education, Community
Evaluation
Evaluation of Program
Evaluation, Plant
Evaluation, Staff
Facilities, School
Follow-up Studies

TOPIC

Guidance & Counseling
Guidance Services
Individual Differences
Individual Instruction
Industrial Education
Information Centers
Information Systems
Inservice
Instructional Materials
Instructional Media
Instructional Strategies
Instruction
Interaction Analysis
Job - Youth Market
Kindergarten
Language Arts
Language Instruction
Law, Education
Learning Center
Learning
Learning Disabilities
Learning, Programmed
Learning Systems
Library
Management
Management, Personnel
Management Systems
Math Education
Math, Elementary
Math, Secondary
Microteaching
Migrant Education
Motivation
Music
Objectives, Behavioral
Objectives, Testing Criteria
Objectives, Typing
Occupational Programs
Organization, Adm.
Paraprofessionals
Philosophy
Physical Education
Planning
Prep Kits

TOPIC

Problem Solving
Program Development
Psychology
Psychology, Developmental
Reading
Reading, Primary
Reading, Secondary
Relationships
Relationships, Staff
Remedial Education
Research
Research, Consumer
Research, Design
School Activities
Science, Biology
Science, Chemistry
Science, Education
Science, Elementary
Science, Environmental
Science, Forestry
Science, General
Science, Geology
Science, Instruction
Science, Physical
Science, Physics
Social Studies
Sociology, Educ.
Special Educ.
Speech and Hearing
Staff Utilization
Student Participation
Student Personnel
Supervision
Teaching Strategies
Television, Teaching
Theater Arts
Vocational Education

GUIDE TO CONSULTANT PERFORMANCE APPRAISAL

PERFORMANCE FACTORS	FAR EXCEEDS REQUIREMENTS	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	NEEDS SOME IMPROVEMENT	DOES NOT MEET MINIMUM REQUIREMENTS
QUALITY	Leaps tall buildings with a single bound	Must take running start to leap over tall buildings.	Can only leap over short building or medium with no spires.	Crashes into buildings when attempting to jump over them	Cannot recognize buildings at all, much less jump over them.
TIMELINESS	Is faster than a speeding bullet.	Is as fast as a speeding bullet.	Not quite as fast as a speeding bullet.	Would you believe a slow bullet?	Wounds self with bullets when attempting to fire gun.
INITIATIVE	Is tronger than a locomotive.	Is tronger than an elephant.	Is stronger than a bull.	Shoots the bull.	Smells like a bull.
ADAPTABILITY	Walks on water consistently.	Walks on water in emergency.	Washes with water.	Drinks water.	Passes water in emergencies.
COMMUNICATION	Talks with God.	Talks with the Angels	Talks to himself.	Argues with himself.	Loses those arguments.

SESSION NO. 26

THE TEAM EFFORT

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To allow trainees to work as a team in planning the flow of activities for handling a client's information needs and in participating in several key steps (including retrieval, and the communication of search results).

Upon completion of this module, trainees should be able to:

1. Identify both the independent and interindependent actions of each member of the team in contributing to the different activities in the handling of a client's request
2. Demonstrate ability to plan a total service approach for handling both client contacts and supporting activities (e.g., in finding materials, preparing documentation)
3. Identify basic issues and alternative procedures and communication links that must be considered in establishing their own projects or Centers

B. Participants

Trainers:	Two instructors (familiar with client-interaction and retrieval process)
Trainees:	All

C. Summary of Module Activities

The instructor briefly introduces the purpose of the module and the procedures to be followed in the group exercise. Trainees are divided into two teams, each of which is given a separate client problem to work on. Each group is asked to prepare a presentation for the trainees in the other group that will include a description of the sequence of steps for receiving and handling the problem, which personnel roles would most likely be responsible for the various steps and the kinds of interactions among staff members that they would expect to occur.

The group's presentation is followed by a prepared query-negotiation interview, a discussion of alternative search strategies that they have prepared, and a simulated communications interview with the client. Trainees are encouraged to include in their presentations--through discussion or "asides" to the audience in role-playing situations--the issues that are raised by the particular problem, client situation, or staff interaction. Each group is given 90 minutes to prepare for their presenations, and 45 minutes to conduct them.

D. Duration

Four hours

SESSION NO. 26

THE TEAM EFFORT

Problem 1. From a Career Counselor: Wants an evaluative instrument (such as a pre- and post-test) to measure changes in attitudes of teachers and students toward career education, job stereotypes, and career roles. Please check for works of Sidney B. Simon for his value clarification methodology.

Intended use: To see if career education programs change the values of students and teachers (Adults and Grades 9-14).

SESSION NO. 26

THE TEAM EFFORT

Selected Citations from Computer Search

NO. 26
Problem 1

1. Author Search

```
ED- EJ056590
YR- 72
CH- AA512317
AU- SIMON, SIDNEY B.
TI- PUSHING FOR PASSION
PD- APR 72
IS- CIJAUG72
PR-
CG-    6 &   &   &
JC- EDUCATION DIGEST; 37; 8; 45-7
DE- ANXIETY
DE- CONDITIONING
DE- EDUCATIONAL ATTITUDES
DE- EMOTIONAL DEVELOPMENT
DE- EMOTIONAL EXPERIENCE
DE- HUMAN RELATIONS
DE- INTERPERSONAL RELATIONSHIP
DE- PLAY
DE- READING INSTRUCTION
DE- SEXUALITY
```

```
ED- EJ056367
YR- 72
CH- AA512249
AU- HARMIN, MERRILL
AU- SIMON, SIDNEY B.
TI- HOW TO HELP STUDENTS LEARN TO THINK . . . ABOUT THEMSELVES
PD- MAR 72
IS- CIJAUG72
PR-
CG-    6 &   &   &
JC- HIGH SCHOOL JOURNAL; 55; 6; 256-64
DE- COGNITIVE DEVELOPMENT
DE- CREATIVE THINKING
DE- PERSONALITY DEVELOPMENT
DE- SELF CONCEPT
DE- TEACHING TECHNIQUES
DE- THOUGHT PROCESSES
```

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ED- EJ049935
YR- 72
CH- EA502330
AU- SIMON, SIDNEY B.
TI- PUSHING FOR PASSION
PD- FEB 72
IS- CIJAPR72
PR-
CG-         0
JC- NATION'S SCHOOLS; 89; 2; 49-52
DE- AFFECTION
DE- AFFECTIVE BEHAVIOR
DE- EDUCATIONAL PROBLEMS
DE- EMOTIONAL DEVELOPMENT
DE- EMOTIONAL RESPONSE
DE- HUMANISM
DE- SCHOOL ENVIRONMENT
DE- SEX DIFFERENCES
DE- SEXUALITY
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ED- EJ051263
YR- 71
CH- AA511234
AU- SIMON, SIDNEY B.
AU- SPARAGO, EDIE
TI- VALUES: CLARIFICATION AND ACTION
PD- DEC 71
IS- CIJAPR72
PR-
CG-         0
JC- MOMENTUM; 2; 4; 4-9
DE- EVALUATION CRITERIA
DE- MORAL VALUES
DE- PERSONAL VALUES
```

```
ED- EJ049691
YR- 71
CH- SO500783
AU- SIMON, SIDNEY B.
TI- VALUES-CLARIFICATION VS. INDOCTRINATION
PD- DEC 71
IS- CIJE1972
PR-
CG-        U     U
JC- SOCIAL EDUCATION; 35; 8; 902-905, 915
DE- AFFECTIVE OBJECTIVES
DE- COGNITIVE OBJECTIVES
DE- ELEMENTARY GRADES
DE- INDIVIDUAL DEVELOPMENT
DE- PERSONAL VALUES
DE- SELF ACTUALIZATION
DE- SOCIAL STUDIES
DE- SOCIALIZATION
DE- TEACHING TECHNIQUES
DE- VALUES
ID- VALUES CLARIFICATION
```

```
ED- EJ034560
YR- 71
CH- EA501345
AU- SIMON, SIDNEY B.
TI- NOURISHING SEXUALITY IN THE SCHOOLS
PD- FEB 71
IS- CIJE1971
PR-
CG-        U     U
JC- NATIONAL ELEMENTARY PRINCIPAL; 50; 4; 56-60
DE- CLASSROOM ENVIRONMENT
DE- EDUCATIONAL IMPROVEMENT
DE- EDUCATIONAL QUALITY
DE- SCHOOL ENVIRONMENT
DE- SEX (CHARACTERISTICS)
DE- SEX DIFFERENCES
DE- SEXUALITY
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ED- EJ022840
YR- 70
CH- SP500294
AU- SIMON, SIDNEY
TI- GRADES MUST GO
PD- SPR '70
IS- CIJE1970
PR-
CG-          U     U
JC- CHANGING EDUC; 4; 4; 8-10
DE- GRADES (SCHOLASTIC)
DE- GRADING
DE- RELEVANCE (EDUCATION)
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ED- EJ021410
YR- 70
CH- EA500554
AU- SIMON, SIDNEY
AU- AND OTHERS
TI- THE DAY THE CONSULTANT LOOKED AT OUR GRADING SYSTEM
PD- MAY '70
IS- CIJE1970
PR-
CG-          U     U
JC- PHI DELTA KAPPAN; 51; 9; 476-479
DE- CLASSROOM PARTICIPATION
DE- FICTION
DE- GRADING
DE- HIGH SCHOOLS
DE- INTELLIGENCE QUOTIENT
DE- SOCIAL CLASS
DE- TEST RELIABILITY
DE- TESTING
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ED- EJ021365
YR- 70
CH- AA506544
AU- SIMON, SIDNEY B.
TI- GRADES MUST GO
PD- MAY '70
IS- CIJE1970
PR-
CG-         U      U
JC- SCH REV; 78; 3; 397-402
DE- ACADEMIC ACHIEVEMENT
DE- COLLEGE STUDENTS
DE- GRADES (SCHOLASTIC)
DE- STUDENT TEACHER RELATIONSHIP



ED- EJ019833
YR- 70
CH- EA500502
AU- SIMON, SIDNEY B.
AU- HARMIN, MERRILL
TI- THAT YEAR THE SCHOOLS BEGAN TEACHING THE TELEPHONE DIRECTORY
PD- 70 APR
IS- CIJE1970
PR-
CG-         U      U
JC- NAT ELEM PRINC; 49; 5; 14-18
DE- DIRECTORIES
DE- EDUCATIONAL INNOVATION
DE- TELEPHONE INSTRUCTION
DE- UNITS OF STUDY (SUBJECT FIELDS)



ED- EJ029962
YR- 70
CH- EA501140
AU- HARMIN, MERRILL
AU- SIMON, SIDNEY B.
TI- RELEVANCE AND THE KISSING CURRICULUM
PD- SEP '70
IS- CIJE1971
PR-
CG-         U      U
JC- NATIONAL ELEMENTARY PRINCIPAL; 50; 1; 40-43
DE- CURRICULUM DEVELOPMENT
DE- HUMOR
DE- RELEVANCE (EDUCATION)
DE- SATIRE
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ED- EJ013012
YR- 69
CH- AA504537
AU- SIMON, SIDNEY
AU- CARNES, ALICE
TI- TEACHING AFRO-AMERICAN HISTORY WITH A FOCUS ON VALUES
PD- 69 DEC
IS- CIJE1970
PR-
CG-          U      U
JC- EDUC LEADERSHIP; 27; 3; 222-223
DE- AFRICAN AMERICAN STUDIES
DE- CONCEPT FORMATION
DE- NEGRO HISTORY
DE- NEGRO ROLE
DE- PERSONAL VALUES
DE- TEACHER ROLE
DE- TEACHING METHODS
DE- VALUES
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ED- EJ008694
YR- 69
CH- TE200221
AU- KIRSHENBAUM, HOWARD
AU- SIMON, SIDNEY B.
TI- TEACHING ENGLISH WITH A FOCUS ON VALUES
PD- 69 OCT
IS- CIJE1969
PR-
CG-          U      U
JC- ENGL J; 58; 7; 1071-76, 1113
DE- CREATIVE THINKING
DE- DISCUSSION (TEACHING TECHNIQUE)
DE- ENGLISH INSTRUCTION
DE- INSTRUCTIONAL MATERIALS
DE- LITERATURE
DE- STUDENT ATTITUDES
DE- STUDENT REACTION
DE- TEACHING TECHNIQUES
DE- VALUES
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ED- EJ002398
YR- 69
CH- AA501214
AU- SIMON, SIDNEY B.
TI- DOWN WITH GRADES
PD- 69 APR
IS- CIJE1969
PR-
CG-         U     U
JC- TODAYS EDUC; 58; 4: 24
DE- GRADES (SCHOLASTIC)
DE- GRADING
DE- NONGRADED SYSTEM
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ED- EJ031995
YR- 69
CH- AA509468
AU- SIMON, SIDNEY B.
AU- HARMIN, MERRILL
TI- FOCUS ON VALUES FOR MORE RELEVANT SCHOOLS
PD- OCT '69
IS- CIJE1971
PR-
CG-         U     U
JC- NJEA REVIEW; 43; 2; 16-7, 41
DE- ACTIVISM
DE- EDUCATIONAL PROBLEMS
DE- RELEVANCE (EDUCATION)
DE- VALUES
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No. 26
Problem 1

2. Subject Search

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ED- ED029993
YR- 69
CH- VT008631
TI- OCCUPATIONAL EDUCATION PROGRAM, IMAGE OF THE WORLD OF WORK.
    DESCRIPTION AND ANALYSIS OF TEACHER ORIENTATION ACTIVITIES (AUGUST
    1968).
PD- FEB 69
IS- RIEOCT69
IC- BBB01489
IC- BBB01862
IN- COLORADO STATE UNIV., FORT COLLINS. HUMAN FACTORS RESEARCH.; ROCKY
    MOUNTAIN EDUCATIONAL LAB., INC., GREELEY, COLO.
SC- RMQ66000
SN- OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-4-7-062828-30-63
BN- BR-6-2828
NO- 91P.
DE- ATTITUDE TESTS
DE- CAREER PLANNING
DE- CHANGING ATTITUDES
DE- CLASSROOM GUIDANCE PROGRAMS
DE- COOPERATIVE PROGRAMS
DE- EVALUATION TECHNIQUES
DE- INTERDISCIPLINARY APPROACH
DE- OCCUPATIONAL GUIDANCE
DE- OCCUPATIONAL INFORMATION
DE- POST TESTING
DE- PRETESTING
DE- RATING SCALES
DE- STUDENT ATTITUDES
DE- STUDENT EVALUATION
DE- TEACHER ATTITUDES
DE- TEACHER EVALUATION
DE- TEACHER ORIENTATION
DE- TEACHER WORKSHOPS
DE- VOCATIONAL EDUCATION
DE- WORK ATTITUDES
AB- A PROJECT WAS CONDUCTED TO DETERMINE THE RELATIONSHIP BETWEEN
    CHANGES IN ATTITUDES TOWARD WORK OF SEVENTH GRADE PUPILS AND
    SPECIFIED INSTRUCTIONAL PRACTICES OF THEIR SOCIAL STUDIES OR
    LANGUAGE ARTS TEACHERS. THE STUDY ENCOMPASSED: (1) DEVELOPING AND
    ADMINISTERING INSTRUMENTS TO STUDENTS AND INSTRUCTORS TO ASESS
    ATTITUDES TOWARD WORK, (2) CONDUCTING A WORKSHOP TO CHANGE TEACHER
    ATTITUDES TOWARD WORK, AND (3) CHANGING PUPIL ATTITUDES TOWARD WORK
    BY SPECIFIED INSTRUCTIONAL PRACTICES AND THROUGH CHANGING THE
    ATTITUDES OF THEIR LANGUAGE ARTS AND SOCIAL STUDIES TEACHERS.
    APPROXIMATELY 60 LANGUAGE ARTS AND SOCIAL STUDIES TEACHERS
    PARTICIPATED IN A 1-WEEK WORKSHOP TO LEARN THE SKILLS NECESSARY TO
    INTEGRATE OCCUPATIONAL EDUCATION INTO THEIR SUBJECT MATTER
    PRESENTATION AND TO DEFINE THE PUPIL ATTITUDES TOWARD WORK TO BE

    STRENGTHENED THROUGH THEIR COURSES. BENEFITS OF THE WORKSHOPS
    INCLUDED AN INCREASED UNDERSTANDING AND APPPECIATION FOR EDUCATIONAL
    OBJECTIVES, MODERN CONCEPTS OF OCCUPATIONAL EDUCATION, AND MODERN
    THEORIES OF OCCUPATIONAL CHOICE. THE DOCUMENT CONTAINS INSTRUMENTS,
    TABULATED RESULTS, RELATED CORRESPONDENCE, A LIST OF PARTICIPANTS
    AND SCHEDULING DETAILS. (EP)
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ED- ED061524
YR- 72
CH- CG007039
AU- LUNNEBORG, CLIFFORD E.
TI- PSYCHOMETRICS DISCOVERS THE COMPUTER: DISCOVERING TEST ITEMS AND
    PEOPLE.
PD- FEB 72
IS- RIEAUG72
IC- ZR093600
IN- WASHINGTON UNIV., SEATTLE.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-0-70-4892
NO- 37P.
DE- CAREER CHOICE
DE- CAREER PLANNING
DE- CAREERS
DE- GUIDANCE COUNSELING
DE- GUIDANCE FUNCTIONS
DE- MEASUREMENT
DE- MEASUREMENT GOALS
DE- MEASUREMENT TECHNIQUES
DE- MODELS
DE- PREDICTION
DE- PREDICTIVE MEASUREMENT
DE- PSYCHOMETRICS
DE- PSYCHOMETRISTS
AB- THIS IS THE TEXT OF A COLLOQUIUM OF RECENT COMPUTER TECHNOLOGY IN
    PSYCHOMETRICS, PARTICULARLY AS PRACTICED IN THE UNIVERSITY OF
    WASHINGTON'S BUREAU OF TESTING. SEVEN STAGES OF CAREER GUIDANCE ARE
    ENUMERATED: (1) DECIDING WHAT TO MEASURE; (2) DEVELOPING THE
    MEASURES; (3) ADMINISTERING THE MEASURES; (4) SCORING THE MEASURES;
    (5) WEIGHTING THE SCORED MEASURES; (6) REPORTING PREDICTIONS; AND
    (7) EVALUATING EFFECTIVENESS. THE IMPACT OF THE COMPUTER ON EACH
    STAGE IS ELABORATED. THE AUTHOR ARGUES AGAINST WHAT HE CONSIDERS TO
    BE THE FALLACIOUS ASSUMPTIONS UNDERLYING GUIDANCE IN THE PAST. HE
    CITES AS THE MAJOR SHIFT AS LOOKING AT CAREER DECISION MAKING FROM
    THE POINT OF VIEW OF THE DECISION MAKER RATHER THAN FROM THE POINT
    OF VIEW OF SOCIETY OR ONE OF ITS INSTITUTIONS. THE PAPER CONCLUDES
    WITH A DESCRIPTION OF A DECISION VALUE ORIENTED CAREER GUIDANCE
    SYSTEM. (TL)
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ED- ED059230
YR- 71

CH- TM001039
TI- PARENT AND STUDENT VOCATIONAL EDUCATION SURVEY.
PD- JAN 71
IS- RIEMAY72
IC- RJE67030
IN- OHIO STATE BOARD OF EDUCATION, COLUMBUS.
PR- EDRS PRICE MF-$0.65 HC NOT AVAIL
CG- OEG-9-9-470074-0075(
AV- THE DIVISION OF GUIDANCE AND TESTING, STATE DEPARTMENT OF EDUCATION,
COLUMBUS, OHIO 43215
NO- 6P.
DE- ATTITUDE TESTS
DE- CAREER PLANNING
DE- CURRICULUM EVALUATION
DE- EDUCATIONAL IMPROVEMENT
DE- OCCUPATIONAL GUIDANCE
DE- PARENT ATTITUDES
DE- QUESTIONNAIRES
DE- RATING SCALES
DE- SECONDARY EDUCATION
DE- STUDENT ATTITUDES
DE- STUDENT OPINION
DE- SURVEYS
DE- VOCATIONAL EDUCATION
DE- VOCATIONAL INTERESTS
ID- PROJECT PRIDE
AB- THIS COMPUTER TABULATED SURVEY EMPLOYS SEPARATE ANSWER SHEETS TO
ELICIT PARENT AND STUDENT ATTITUDES TOWARD VOCATIONAL EDUCATION.
THERE ARE 61 QUESTIONS FOR STUDENTS AND 53 FOR PARENTS, WITH
RESPONSES INDICATED ON A FIVE POINT RATING SCALE. (DLG)

ED- ED054506
YR- 71
CH- CG006643
AU- CRITES, JOHN O.
TI- THE MATURITY OF VOCATIONAL ATTITUDES IN ADOLESCENCE. APGA INQUIRY
SERIES NUMBER 2.
PD- 71
IS- RIEJAN72
IC- LYR66090
IN- MARYLAND UNIV., COLLEGE PARK. AGRICULTURAL EXPERIMENT STATION.
SC- BBB03182
SC- RMQ66000
SN- DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, BETHESDA, MD.
SECRETARY'S NATIONAL ADVISORY COMMITTEE ON DYSLEXIA AND RELATED
READING DISORDERS.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
PR- DOCUMENT NOT AVAILABLE FROM EDRS
CG- OEG-5-70-0016-512
AV- AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, PUBLICATION SALES, 1607
NEW HAMPSHIRE AVE., N.W., WASHINGTON, D. C. 20009 ($2.50)
NO- 110P.
DE- ADOLESCENCE
DE- CAREER PLANNING
DE- DEVELOPMENTAL GUIDANCE
DE- EDUCATIONAL RESEARCH
DE- MALADJUSTMENT
DE- MATURITY TESTS
DE- MEASUREMENT
DE- STUDENT ATTITUDES
DE- VOCATIONAL ADJUSTMENT
DE- VOCATIONAL DEVELOPMENT
DE- VOCATIONAL INTERESTS
ID- VOCATIONAL DEVELOPMENT INVENTORY
ID- VOCATIONAL DEVELOPMENT PROJECT
AB- THE RESEARCH IN THIS MONOGRAPH WAS STIMULATED BY THE NEED FOR AN OBJECTIVE, STANDARDIZED MEASURE OF VOCATIONAL MATURITY WHICH WOULD PROVIDE AN EMPIRICAL REFERENT FOR THE CONCEPTUAL TERMS OF VOCATIONAL DEVELOPMENT THEORY. THE INSTRUMENT CONSTRUCTED FOR THIS PURPOSE IS THE VOCATIONAL DEVELOPMENT INVENTORY, WHICH CONSISTS OF A COMPETENCE TEST AND THE ATTITUDE SCALE. THE FORMER IS DESIGNED TO ASSESS THE COGNITIVE COMPONENTS OF VOCATIONAL MATURITY; IT HAS NOT BEEN COMPLETED YET. THE LATTER IS INTENDED TO DEFINE OPERATIONALLY THE COGNITIVE ELEMENTS IN VOCATIONAL MATURITY. FINDINGS INCLUDE THE FOLLOWING: (1) THE RELATIONSHIP OF ITEMS TO GRADE WAS STRONGER THAN IT WAS TO AGE; (2) THERE WAS A TREND FOR ITEM ENDORSEMENTS TO CHANGE FROM TRUE TO FALSE ACROSS GRADES; (3) THERE WERE TWO "STAGES" IN THE ITEM CURVES, BETWEEN THE 6TH AND 7TH GRADES AND THE 9TH AND 10TH GRADES; AND (4) A SUBSET OF ITEMS WHICH WERE UNRELATED TO AGE OR GRADE AND WHICH ELICITED DEVIANT RESPONSES MIGHT CONSTITUTE AN INDEX OF VOCATIONAL MALADJUSTMENT. THE VOCATIONAL DEVELOPMENT PROJECT WAS ESTABLISHED, ALSO, TO IMPLEMENT A PROGRAM OF DIFFERENT, BUT INTERRELATED TYPES OF RESEARCH: SURVEY, TECHNIQUE, THEORETICAL, AND APPLIED. (AUTHOR/TA)

ED- ED052235
YR- 70
CH- TM000639
AU- BLAI, BORIS, JR.
TI- PSYCHOMETRIC EVALUATION OF HARCUM FRESHMEN: 1962-1970.
PD- OCT 70
IS- RIEOCT71
IC- BBB00796
IN- HARCUM JUNIOR COLL., BRYN MAWR, PA.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-6-10-108
NO- 9P.
DE- ACHIEVEMENT TESTS
DE- APTITUDE TESTS
DE- CAREER CHOICE
DE- COLLEGE FRESHMEN
DE- DECISION MAKING
DE- EDUCATIONAL DIAGNOSIS
DE- EDUCATIONAL PLANNING
DE- INTELLIGENCE TESTS
DE- JUNIOR COLLEGES
DE- PROGRAM EVALUATION
DE- PSYCHOMETRICS
DE- STUDENT ADJUSTMENT
DE- STUDENT ATTITUDES
DE- STUDENT COLLEGE RELATIONSHIP
DE- STUDENT EVALUATION
DE- STUDY HABITS
DE- TESTING PROGRAMS
DE- VOCATIONAL INTERESTS
AB- THE PSYCHOLOGICAL-EDUCATIONAL TEST PROGRAM THAT IS USED AT HARCUM JUNIOR COLLEGE IN BRYN MAWR, PENNSYLVANIA IS DISCUSSED. THE PROGRAM ASSISTS STUDENTS INDIVIDUALLY AND IN GROUPS TO ASSUME RESPONSIBILITY FOR MAKING THEIR OWN EDUCATIONAL AND VOCATIONAL CAREER DECISIONS. STUDENT AND CLASS PROFILES FROM 1962 TO 1970 WHICH INCLUDE I.Q. AVERAGE, VERBAL AND MATHEMATICAL CLASS AVERAGES AS DETERMINED BY THE SCHOLASTIC APTITUDE TEST (SAT), AND OTHER MEASURES OF INDIVIDUAL ACHIEVEMENT ARE ANALYZED. DURING THE NINE YEAR PERIOD, HARCUM HAS UTILIZED A VARIETY OF MEASURING DEVICES TO ASCERTAIN FOR ITS FRESHMEN THEIR: (1) ACADEMIC POTENTIAL; (2) ACADEMIC ACHIEVEMENT LEVEL AND SPECIAL ACADEMIC SKILLS; (3) READING ACHIEVEMENT OR POTENTIAL; (4) CRITICAL THINKING ABILITY; (5) STUDY HABITS OR ATTITUDES; AND (6) PERSONALITY CHARACTERISTICS ASSOCIATED WITH ADJUSTMENT TO COLLEGE LIFE. A SUSTAINED EFFORT HAS BEEN MADE TO FURNISH FACULTY, STAFF, AND STUDENTS WITH COMPREHENSIVE, ACCURATE INFORMATION TO HELP THEM MAKE COMPETENT, CONSIDERED DECISIONS RELATING TO INDIVIDUAL STUDENT EDUCATIONAL PROGRESS. (AE)

ED- ED010654
YR- 66
AU- HEINER, HAROLD G.
AU- AND OTHERS
TI- A FORCED-CHOICE PROCEDURE FOR MEASUREMENT OF PUPILS' ATTITUDES
TOWARD MAJOR DIMENSIONS OF WORK, REPORT NUMBER 3.
PD- DEC66
IS- OH6667
IC- ZB093290
IC- ZB093450
IN- WASHINGTON STATE BOARD FOR VOCATIONAL EDUCATION, OLYMPIA.:
WASHINGTON STATE UNIV., PULLMAN.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-5-85-109
NP- 33P.
DE- CAREER PLANNING
DE- JOB ANALYSIS
DE- MEASUREMENT INSTRUMENTS
DE- OCCUPATIONAL CHOICE
DE- OCCUPATIONAL GUIDANCE
DE- SECONDARY SCHOOL STUDENTS
DE- STUDENT ATTITUDES
DE- VOCATIONAL COUNSELING
DE- VOCATIONAL EDUCATION
DE- VOCATIONAL INTERESTS
DE- WORK ATTITUDES

ID- OLYMPIA
ID- PULLMAN
ID- WASHINGTON
AB- AN INSTRUMENT WAS DEVELOPED AND PILOT TESTED FOR MEASURING OCCUPATIONAL ATTITUDES OF SECONDARY SCHOOL STUDENTS TOWARD COMPONENT DIMENSIONS OF NONPROFESSIONAL-LEVEL WORK INVOLVED IN OFFICE, RETAIL, HEALTH SERVICE, AND CONSTRUCTION VOCATIONS. THE DIMENSIONS MEASURED WERE TOOLS, MATERIALS, NATURE OF TASKS, PERSONAL RELATIONSHIPS, AND PHYSICAL ENVIRONMENTS. THE INSTRUMENT PROVIDED A MEANS OF CONFRONTING SUBJECTS WITH THEORETICALLY "TOTAL" WORK SITUATIONS AND MEASURING THEIR PREFERENCES FOR "TOTAL" SITUATIONS OVER RESERVATIONS THEY WOULD HAVE ABOUT SOME DIMENSIONS. A TOTAL OF 153 SUBJECTS FROM THE SEVENTH, EIGHTH, AND NINTH GRADES WERE USED FOR TESTING. A RELIABILITY MEASURE FOR THE STUDENT TESTS WAS OBTAINED BY USING THE INSTRUMENT TO INTERVIEW 20 ADULTS WITH SEVERAL YEARS OF WORK EXPERIENCE. TEST RESULTS INDICATED THE INSTRUMENT'S POTENTIAL COUNSELING SUITABILITY FOR HELPING STUDENTS BETTER ANALYZE AND UNDERSTAND THEIR OCCUPATIONAL INTERESTS. THE AUTHORS SUGGESTED THAT THE INSTRUMENT MIGHT ALSO BE USEFUL IN DETERMINING THE WAYS WHICH VOCATIONAL ATTITUDES OF INDIVIDUALS AND GROUPS ARE INFLUENCED BY SOCIOECONOMIC STATUS, AGE, AND SEX DIFFERENCES. PLANS FOR FURTHER VALIDATION AND STANDARDIZATION WERE RECOMMENDED. THIS VOLUME REPRESENTS PART 3 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (JH)

ED- ED061425
YR- 70
CH- VT014786
AU- THOMAS, HOLLIE B.
AU- AND OTHERS
TI- EVALUATION OF AN EDUCATIONAL PROGRAM FOR THE RURAL DISADVANTAGED.
    RESEARCH REPORT.
PD- JUL 70
IS- RIEJUL72
IC- UIM35275
IN- ILLINOIS UNIV., URBANA. DIV. OF AGRICULTURAL EDUCATION.
SC- RMQ66000
SN- OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$6.58
CG- OEG-09-585041-0773(0
NO- 126P.
DE- CAREER CHOICE
DE- CAREER EDUCATION
DE- DISADVANTAGED GROUPS
DE- ENVIRONMENTAL RESEARCH
DE- FAMILY ATTITUDES
DE- FAMILY ENVIRONMENT
DE- MODELS
DE- PARENTAL ASPIRATION
DE- PARENT ATTITUDES
DE- PROGRAM EVALUATION

DE- RESEARCH PROJECTS
DE- RURAL AREAS
DE- RURAL FAMILY
DE- RURAL YOUTH
DE- SOCIOECONOMIC BACKGROUND
DE- STUDENT ATTITUDES
ID- PROJECT REDY
AB- THE OBJECTIVE OF THIS PHASE OF THE RURAL EDUCATION DISADVANTAGED YOUTH PROJECT (PROJECT REDY) WAS TO EVALUATE THE MODEL VOCATIONALLY-ORIENTED EDUCATIONAL PROGRAM THAT WAS DEVELOPED IN AN EARLIER PHASE OF THE RESEARCH. THIS EDUCATIONAL PROGRAM FOCUSED UPON (1) YOUTH AND CAREER CHOICES, (2) FAMILY FINANCIAL MANAGEMENT, AND (3) IMPROVEMENT OF FAMILY INCOME. BASED UPON PRE- AND POSTTEST DATA FOR A CONTROL GROUP AND AN EXPERIMENTAL GROUP AND UPON DATA GATHERED FROM STANDARDIZED INSTRUMENTS, INTERVIEW SCHEDULES, AND SCHOOL RECORDS, RESULTS INCLUDED INFORMATION PERTAINING TO: (1) FAMILY RESIDENCE, (2) FINANCIAL ASSISTANCE, (3) CHARACTERISTICS OF ADULTS, (4) SITUATION AND GOALS OF CHILDREN, (5) PARENTAL DESIRES FOR THEIR CHILDREN, (6) THE HOME ENVIRONMENT, AND (7) LEISURE TIME ACTIVITIES. ONE MAJOR CONCLUSION OF THE STUDY WAS THAT A LOCAL SCHOOL TEACHER CAN CONDUCT AN EFFECTIVE FAMILY-CENTERED VOCATIONALLY-ORIENTED EDUCATION PROGRAM WHICH WILL PRODUCE SIGNIFICANT CHANGES IN THE ATTITUDES AND SITUATIONS OF SEVERELY DISADVANTAGED RURAL FAMILY MEMBERS. RELATED DOCUMENTS ARE AVAILABLE AS ED 041 663, AND VT 014 785 IN THIS ISSUE. (JS)

ED- ED060193
YR- 71
CH- VT014688
AU- FADDY, K. M.
TI- AN EXEMPLARY MODEL FOR A TOTAL ECOLOGICAL APPROACH TO NON-GRADED
    VOCATIONAL PROGRAMS IN SEPARATE EDUCATION CENTERS. FINAL REPORT.
PD- NOV 71
IS- RIEJUN72
IC- BBB02570
IN- FLORIDA VOCATIONAL PROGRAMS RESEARCH COORDINATING UNITS,
    TALLAHASSEE.
SC- BBB01855
SN- BUREAU OF ADULT, VOCATIONAL , AND TECHNICAL EDUCATION (DHEW/OE),
    WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$6.58
CG- OEC-0-70-5181(361)
ND- 178P.
DE- CAREER EDUCATION
DE- DEVELOPMENTAL PROGRAMS
DE- DISADVANTAGED YOUTH
DE- ELEMENTARY GRADES
DE- ENVIRONMENTAL EDUCATION
DE- OCCUPATIONAL GUIDANCE
DE- OCCUPATIONAL INFORMATION
DE- PROGRAM EVALUATION
DE- SECONDARY GRADES
DE- SKILL DEVELOPMENT

DE- STUDENT ATTITUDES
DE- TEACHER ATTITUDES
DE- UNGRADED PROGRAMS
DE- VOCATIONAL COUNSELING
DE- VOCATIONAL EDUCATION
DE- WORK EXPERIENCE
AB- THIS PROJECT WAS DESIGNED TO IMPLEMENT AN EXEMPLARY MODEL FOR A TOTAL APPROACH TO NON-GRADED VOCATIONAL PROGRAMS IN FOUR SEPARATE CENTERS IN FLORIDA. SPECIFIC OBJECTIVES WERE TO: (1) IMPROVE STUDENT ATTITUDES TOWARD THE ENVIRONMENT, (2) IMPROVE ACADEMIC ACHIEVEMENT OF STUDENTS, (3) DEVELOP STUDENTS' OCCUPATIONAL SKILLS, AND (4) IMPROVE THE METHODS, TECHNIQUES, SKILLS AND ATTITUDES OF TEACHERS. THE RESULTING OCCUPATIONAL ORIENTATION PROGRAM AT THE ELEMENTARY AND SECONDARY LEVELS RELIED ON WORK EXPERIENCE AND COOPERATIVE EDUCATION, EXTENSIVE TRAINING IN JOB ENTRY SKILLS, AND INTENSIVE OCCUPATIONAL GUIDANCE AND COUNSELING. AN EVALUATION BY AN OUTSIDE TEAM REVEALED ALL MAJOR PHASES OF THE PROGRAM TO BE SUCCESSFUL. (AUTHOR/GEB)

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ED- EJ014472
YR- 70
CH- CG501138
AU- PALLONE, NATHANIEL J.
AU- AND OTHERS
TI- JOB SATISFACTION RESEARCH OF 1966-67
PD- 70 FEB
IS- CIJE1970
PR-
CG-          U     U
JC- PERSONNEL GUIDANCE J; 48; 6; 469-74
DE- CAREER CHANGE
DE- CAREER CHOICE
DE- COUNSELING
DE- COUNSELORS
DE- JOB SATISFACTION
DE- LITERATURE REVIEWS
DE- MEASUREMENT
DE- MEASUREMENT INSTRUMENTS
DE- PSYCHOLOGICAL NEEDS
DE- RESEARCH
DE- RESEARCH METHODOLOGY
DE- REVIEW (REEXAMINATION)
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ED- EJ045768
YR- 71
CH- CG503632
AU- HICKS, RICHARD E.
TI- TWO ZAMBIAN STUDIES
PD- OCT 71
IS- CIJE1972


PR-
CG-          U     U
JC- MEASUREMENT AND EVALUATION IN GUIDANCE; 4; 3: 145-153
DE- CAREER CHOICE
DE- CULTURAL FACTORS
DE- MEASUREMENT
DE- MEASUREMENT TECHNIQUES
DE- OCCUPATIONS
DE- PROFESSIONAL RECOGNITION
DE- SECONDARY SCHOOL STUDENTS
DE- SOCIOCULTURAL PATTERNS
DE- STATUS NEED
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ED- EJ038842
YR- 71
CH- CG503021
AU- HAWLEY, PEGGY
TI- WHAT WOMEN THINK MEN THINK: DOES IT AFFECT THEIR CAREER CHOICE?
PD- MAY 71
IS- CIJE1971
PR-
CG-         U      U
JC- JOURNAL OF COUNSELING PSYCHOLOGY; 18; 3; 193-199
DE- ATTITUDES
DE- CHANGING ATTITUDES
DE- FEMALES
DE- OCCUPATIONAL CHOICE
DE- OCCUPATIONS
DE- SOCIAL ATTITUDES
DE- STEREOTYPES
DE- WORK ATTITUDES
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ED- ED057253
YR- 71
CH- VT014457
AU- MATTHEWS, HOWARD A.
TI- CAREER OPPORTUNITIES FOR ASSOCIATE PROFESSIONAL MANPOWER.
PD- OCT 71
IS- RIEMAR72
SC- BBB00016
SN- ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT, PARIS
    (FRANCE). DIRECTORATE FOR SCIENTIFIC AFFAIRS.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-0-70-5186(361)
ND- 41P.; PROCEEDINGS OF THE INTERGOVERNMENTAL CONFERENCE ON THE
    UTILISATION OF HIGHLY QUALIFIED PERSONNEL (VENICE, ITALY, OCT.
    25-27, 1971)
DE- CAREER EDUCATION
DE- CAREER OPPORTUNITIES
DE- CAREER PLANNING
DE- CHANGING ATTITUDES
DE- EDUCATIONAL NEEDS
DE- EMPLOYMENT OPPORTUNITIES
DE- MANPOWER DEVELOPMENT
DE- OCCUPATIONAL CHOICE
DE- SERVICE OCCUPATIONS
DE- SOCIOECONOMIC STATUS
DE- SUBPROFESSIONALS
ID- POST INDUSTRIAL SOCIETY
AB- THE DEMAND FOR THE ASSOCIATE PROFESSIONAL IS CREATING NEW JOBS,
    PROVIDING SERVICES, AND MAKING GREATER USE OF MANPOWER. THIS DEMAND
    BEGAN IN 1955 WHEN THE NUMBER OF WHITE COLLAR WORKERS OUTNUMBERED
    THE BLUE COLLAR WORKERS IN THE UNITED STATES. THE POST-INDUSTRIAL
    WORKER IS A "KNOWLEDGE WORKER," WHO EXPRESSES DISSATISFACTION WITH
    HIS JOB BECAUSE INDIVIDUAL PERFORMANCE IS NOT GIVEN ENOUGH
    CONSIDERATION. THE FORCE OF THE NON-PROFIT SECTOR OF SOCIETY ON THE
    ECONOMY HAS BEEN OVERLOOKED, ALTHOUGH THE STEADY USE OF URBANIZATION
    HAS GREATLY INCREASED THE NEED FOR COMMUNITY SERVICES. ONE IMPORTANT
    FACTOR ON WHICH MID-LEVEL SCIENTIFIC, TECHNICAL AND PROFESSIONAL
    PERSONNEL WILL DEPEND IS REASONABLE AND ACCURATE OCCUPATIONAL
    FORECASTING DATA. OTHER FACTORS THAT REDUCE OUR CAPACITY TO MEET THE
    NEEDS OF ASSOCIATE PROFESSIONALS ARE SOCIAL AND CULTURAL ATTITUDES,
    RESISTANCE BY PROFESSIONALS, AND UNION, SENIORITY, AND BARGAINING
    UNIT CONSTRAINTS. ALTHOUGH MANY FACTORS WORK AGAINST JOB
    RESTRUCTURING, THE BENEFITS OF RESTRUCTURING ARE EVIDENT IN
    INCREASED EMPLOYEE SATISFACTION. THE FORMAL EDUCATION SYSTEM NEEDS
    TO BE CHANGED TO MEET THE NEEDS OF PEOPLE WHO FOR LIVELIHOOD AND FOR
    PERSONAL GROWTH AND FULFILLMENT MUST ENGAGE IN A LIFETIME OF
    LEARNING. THE CONCEPT OF EDUCATION SHOULD BE CHANGED TO INCLUDE
    SOCIETY AS AN EDUCATION SYSTEM. (GEB)
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ED- ED057248
YR- 72
CH- VT014411
AU- MITCHELL, DONALD LELAND
TI- A STUDY OF ATTITUDES, INTERESTS, AND CURRENT PRACTICES RELATED TO
CAREER ORIENTATION ACTIVITIES IN THE ELEMENTARY SCHOOLS IN OKLAHOMA.
PD- MAY 72
IS- RIEMAR72
IC- BBB04772
IN- OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION,
STILLWATER.
PR- DOCUMENT NOT AVAILABLE FROM EDRS
CG- OEC-5-85-014
AV- UNIVERSITY MICROFILMS, INC., P.O. BOX 1764, ANN ARBOR, MICHIGAN
48106 (MF $4.00; XEROGRAPHY $10.00)
NO- 109P.: ED.D. DISSERTATION, OKLAHOMA STATE UNIVERSITY
DE- ADMINISTRATOR ATTITUDES
DE- CAREER EDUCATION
DE- CAREER PLANNING
DE- DOCTORAL THESES
DE- EDUCATIONAL OBJECTIVES
DE- ELEMENTARY SCHOOLS
DE- ELEMENTARY SCHOOL TEACHERS
DE- OCCUPATIONAL INFORMATION
DE- PERCEPTION
DE- SECONDARY SCHOOL TEACHERS
DE- TEACHER ATTITUDES
ID- CAREER ORIENTATION
ID- OKLAHOMA
AB- THIS STUDY WAS DESIGNED TO DETERMINE THE NATURE OF THE ATTITUDES,
INTERESTS, AND COMMON PRACTICES OF PUBLIC SCHOOL EDUCATORS
CONCERNING CAREER ORIENTATION ACTIVITIES IN THE ELEMENTARY SCHOOLS
OF OKLAHOMA. A RANDOM SAMPLE OF EDUCATORS WERE EXAMINED BY MEANS OF
A QUESTIONNAIRE TO DETERMINE THEIR PERCEPTIONS TOWARD: (1) THE BASIC
MISSION OF THE ELEMENTARY SCHOOL, (2) THE EXTENT TO WHICH CAREER
ACTIVITIES ARE PRESENTLY INCLUDED IN THE ELEMENTARY CURRICULUM, (3)
THE IMPORTANCE OF CAREER ACTIVITIES AT THE ELEMENTARY LEVEL, AND (4)
THE WILLINGNESS OF TEACHERS AND ADMINISTRATORS TO ADJUST THE
CURRICULUM TO BETTER MEET THE NEEDS OF THE STUDENTS. THERE APPEARED
TO BE NO SIGNIFICANT DIFFERENCE IN THE PERCEPTIONS OF ELEMENTARY
TEACHERS, VOCATIONAL-TECHNICAL AND PRACTICAL ARTS TEACHERS, AND
SCHOOL ADMINISTRATORS CONCERNING ITEMS 1, 2, AND 4 LISTED ABOVE.
HOWEVER, THERE WAS A SIGNIFICANT DIFFERENCE IN THE PERCEPTIONS OF
EDUCATORS CONCERNING THE IMPORTANCE OF CAREER ACTIVITIES, THE LEVEL
OF KNOWLEDGE AND BASIC SKILLS ACQUIRED BY ELEMENTARY STUDENTS, AND
THE VALUE OF ADVISORY GROUPS IN PLANNING MORE EFFECTIVE CLASSROOM
ACTIVITIES. (AUTHOR/GEB)

ED- ED042209
YR- 70
CH- CG005747
AU- LUNNEBORG, CLIFFORD E.
AU- LUNNEBORG, PATRICIA W.
TI- FORECASTING UNIVERSITY MAJOR WITH THE WASHINGTON PRE-COLLEGE TEST USING DISCRIMINANT FUNCTIONS.
PD- JUL 70
IS- RIEJAN71
IC- ZB093610
IN- WASHINGTON UNIV., SEATTLE. BUREAU OF TESTING.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-2-9-420020-1017-
NO- 20P.
DE- ACADEMIC ASPIRATION
DE- CAREER CHOICE
DE- COLLEGE STUDENTS
DE- DECISION MAKING
DE- MEASUREMENT INSTRUMENTS
DE- OCCUPATIONAL CHOICE
DE- PREDICTIVE MEASUREMENT
DE- TEST CONSTRUCTION
DE- TESTING
DE- TESTS
DE- VOCATIONAL DEVELOPMENT
AB- FORMULAE FOR DISCRIMINANT FUNCTIONS WERE DEVELOPED TO PERMIT FUTURE STUDENT USERS OF THE WASHINGTON PRE-COLLEGE TEST BATTERY TO DETERMINE THEIR SIMILARITY TO SUCCESSFUL UNIVERSITY STUDENTS GRADUATING IN 6 MAJOR AREAS - HUMANITIES, PHYSICAL SCIENCE, SOCIAL SCIENCE, BUSINESS, BIOLOGICAL SCIENCE, AND ENGINEERING. THE SAMPLE STUDIED CONSISTED ON 1,392 UNIVERSITY OF WASHINGTON STUDENTS WHO GRADUATED JUNE, 1969. UTILIZATION OF THESE RESULTS IS A FIRST STEP TOWARDS THE WASHINGTON PRE-COLLEGE TEST HELPING STUDENTS MAKE MORE GLOBAL AND CRITICAL DECISIONS SUCH AS ACADEMIC VS. VOCATIONAL PROGRAM, COLLEGE MAJOR, CHOICE OF OCCUPATION, ETC. THE FUTURE OF THIS SYSTEM WILL SEE THE USE OF INTEREST AND SELF-EXPRESSIONS OF CHOICE AS PREDICTORS AND VALIDATION TO DETERMINE THE SUCCESS OF CHOOSING TO MAJOR IN THAT GROUP OF GREATEST SIMILARITY TO THE INDIVIDUAL. (AUTHOR)

ED- ED033402

YR- 69

CH- CG004511

AU- ADAMS, WALTER W.

TI- RATIONALE FOR USE OF THE GENERAL APTITUDE TEST BATTERY WITH SECONDARY SCHOOL STUDENTS.

PD- APR 69

IS- RIEMAR70

IC- EGK02250

IC- BUF67052

IN- AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, WASHINGTON, D.C.; OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF GUIDANCE AND TESTING.

PR- EDRS PRICE MF-$0.55 HC-$3.29

CG- OEC-0-8-070109-3530-

NO- 8P.; PAPER PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, LAS VEGAS, NEVADA, MARCH 30--APRIL 3, 1969

DE- CAREER PLANNING

DE- MEASUREMENT INSTRUMENTS

DE- OBJECTIVES

DE- OCCUPATIONAL INFORMATION

DE- SELF EVALUATION

DE- TESTING PROGRAMS

DE- TESTS

ID- GATB

ID- GENERAL APTITUDE TEST BATTERY

AB- INCLUDING THE GENERAL APTITUDE TEST BATTERY (GATB) IN A SCHOOL TESTING PROGRAM SHOULD BE THE RESULT OF CAREFUL PLANNING AND FORMULATION OF GOALS. THE INVESTMENT MAY, HOWEVER, BE WORTH THE ADVANTAGES THAT CAN BE ACHIEVED BY PROVIDING STUDENTS WITH INFORMATION THAT MAY HELP THEM FORMULATE INDIVIDUAL EDUCATIONAL AND VOCATIONAL GOALS AND MAKE RELATED DECISIONS. DANGERS TO THE USE OF THE GATB DO EXIST: (1) IT COULD BECOME A TOOL FOR SCREENING AND PLACEMENT OF STUDENTS, AND (2) IT COULD BE USED ON A "CRISIS" BASIS, JUST PRIOR TO THE NEED FOR MAKING CHOICES. TEST EXPERIENCES SHOULD BE PLANNED WELL IN ADVANCE OF A DECISION POINT, ALLOWING THE STUDENT TIME TO CONSIDER, EVALUATE, AND ASSIMILATE NEW INFORMATION LEARNED ABOUT HIMSELF AND THE POSSIBLE RELEVANCE THIS INFORMATION HAS TO HIS GOALS AND THE CHOICES OPEN TO HIM. SOME OF THE WAYS A COUNSELOR COULD USE THE GATB ARE TO: (1) HELP STUDENTS DEVELOP GREATER SELF UNDERSTANDING, (2) HELP STUDENTS TO UNDERSTAND POSSIBLE APTITUDE STRENGTHS, AND (3) HELP STUDENTS TO RELATE TEST PERFORMANCE TO EDUCATIONAL AND VOCATIONAL INFORMATION. (AUTHOR/KJ)

ED- ED010192
YR- 66
AU- THOMPSON, JOHN F.
TI- CAREER PATTERNS ANALYSIS OF A SELECTED GROUP OF FORMER VOCATIONAL TEACHERS.
PD- 66
IS- DH6667
IC- MVK50175
IN- MICHIGAN STATE UNIV., EAST LANSING.
PR- EDRS PRICE MF-$0.65 HC-$6.58
CG- OEC-5-10-363
NO- 161P.
DE- CAREER CHOICE
DE- CAREER PLANNING
DE- CAREERS
DE- EMPLOYMENT PATTERNS
DE- EMPLOYMENT PRACTICES
DE- LONGITUDINAL STUDIES
DE- OCCUPATIONS
DE- QUESTIONNAIRES
DE- TEACHER ATTITUDES
DE- TEACHER CHARACTERISTICS
DE- TEACHER EMPLOYMENT
DE- TEACHERS
DE- VOCATIONAL EDUCATION
DE- VOCATIONAL INTERESTS
DE- VOCATIONAL SCHOOLS
ID- EAST LANSING

AB- AN ATTEMPT WAS MADE TO DISCERN THOSE FACTORS CONTRIBUTING TO THE CAREER DEVELOPMENT OF A SELECTED GROUP OF FORMER VOCATIONAL TEACHERS WHO (1) GRADUATED FROM MICHIGAN STATE UNIVERSITY IN 1952, 1956, 1958, 1960, AND 1961 QUALIFIED TO TEACH EITHER AGRICULTURE, BUSINESS, OR HOME ECONOMICS, (2) BEGAN TO TEACH VOCATIONAL EDUCATION IMMEDIATELY AFTER COLLEGE GRADUATION, AND (3) TAUGHT FOR 1 OR MORE YEARS, BUT WERE NOT TEACHING IN THE FALL OF 1965. LONGITUDINAL TYPE CAREER INFORMATION WAS GATHERED IN THE FOLLOWING CATEGORIES--(1) BACKGROUND AND PERSONAL INFORMATION, (2) CAREER CHOICE AND EDUCATIONAL HISTORY, (3) EMPLOYMENT HISTORY, (4) WORK VALUES, (5) TEACHING SATISFACTION, (6) REASONS FOR LEAVING TEACHING, (7) ATTITUDES TOWARD RE-ENTERING VOCATIONAL TEACHING, AND (8) SOCIAL MOBILITY. QUESTIONNAIRES WERE RETURNED BY 88 PERCENT WHICH RESULTED IN 205 CAREERS OF FORMER VOCATIONAL TEACHERS BEING ANALYZED FOR THE STUDY. ANALYSES INCLUDED USE OF THE CHI-SQUARE, KRUSKAL-WALLIS ONE-WAY ANALYSIS MODEL, SPEARMAN RANK CORRELATION COEFFICIENT, MILLER-FORM CAREER PATTERN PARADIGM, AND DESCRIPTIVE CAREER PATTERNS. IMPLICATIONS FOR VOCATIONAL TEACHER EDUCATION AND HYPOTHESES FOR FUTURE RESEARCH WERE PRESENTED. (JC)

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ED- EJ058190
YR- 72
CH- AA512781
AU- KLEIN, HOWARD A.
TI- TEACHER EDUCATION: SHOULD THE TWO-YEAR PROGRAM BE DROPPED?
PD- SPR 72
IS- CIJSEP72
PR-
CG-    6 E   E   E
JC- SASKATCHEWAN JOURNAL OF EDUCATIONAL RESEARCH AND DEVELOPMENT: 2:
DE- CAREER PLANNING
DE- INSTITUTIONAL RESEARCH
DE- STUDENT ATTITUDES
DE- SURVEYS
DE- TEACHER EDUCATION
ID- CANADA



ED- ED063466
YR- 70
CH- VT015230
TI- INDUSTRIAL PREP, VOLUME FOUR, JUNIOR YEAR--CONTENTS: MATHEMATICS AND
    GUIDANCE.
PD- 70
IS- RIESEP72
IC- BBB06237
IN- HACKENSACK PUBLIC SCHOOLS, N.J.
PR- EDRS PRICE MF-$0.55 HC-$9.87
CG- OEC-0-70-4955(357)
NO- 262P.; PAES COLLECTION
DE- BEHAVIORAL OBJECTIVES
DE- CAREER EDUCATION
DE- CLASSROOM GUIDANCE PROGRAMS
DE- CURRICULUM GUIDES
DE- DEVELOPMENTAL PROGRAMS
DE- GRADE 11
DE- GROUP GUIDANCE
DE- INSTRUCTIONAL AIDS
DE- INTERDISCIPLINARY APPROACH
DE- LEARNING ACTIVITIES
DE- LESSON PLANS
DE- MATHEMATICS INSTRUCTION
DE- PROGRAM CONTENT
DE- STUDENT PROJECTS
DE- TEACHING GUIDES
DE- TESTS
DE- VISUAL AIDS
DE- VOCATIONAL EDUCATION
DE- WORKSHEETS
ID- CAREER EXPLORATION
AB- AS PART OF A 3-YEAR COMPREHENSIVE INTERDISCIPLINARY PROGRAM IN
    INDUSTRIAL PREPARATION FOR VOCATIONAL STUDENTS, THIS 11TH GRADE
    TEACHING GUIDE CONSISTS OF UNITS ON TECHNICAL MATHEMATICS AND
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GUIDANCE. DESIGNED AS SUPPORTIVE MATERIAL FOR RELATED PHYSICS AND ENGLISH CURRICULUMS, THE FIRST FOUR SECTIONS OF VOLUME 4 ON ALGEBRA, VECTORS, SIMPLE MACHINES, AND ELECTRICITY STRESS FUNDAMENTAL CONCEPTS BY MEANS OF DAILY LESSON PLANS. ACCOMPANIED BY CLASSWORK AND COCURRICULAR ASSIGNMENT WORKSHEETS AND TESTS, THE 117 MATHEMATICS LESSONS ARE ILLUSTRATED WITH DETAILED LINE DIAGRAMS. MEANINGFUL SELF-APPRAISAL THROUGH GROUP AND PERSONAL GUIDANCE, LEADING TO A SUCCESSFUL OCCUPATIONAL CHOICE IS THE AIM OF A GUIDANCE UNIT WHICH DESCRIBES THE FUNCTIONS OF INTERESTS, APTITUDES, NEEDS, MOTIVATIONS, AND ATTITUDES IN CAREER PLANNING. FURTHER INSIGHT INTO HUMAN RELATIONS IS PROVIDED BY A DISCUSSION OF PREJUDICE AND STEPS FOR SOLVING PROBLEMS. CASE STUDIES, REFERENCES, PROJECT LISTS, AND WORKSHEETS ALSO ENRICH THIS GUIDANCE UNIT. VOLUME 4 IS PLANNED FOR USE WITH FOUR OTHERS, AVAILABLE AS VT 015 227-VT 015 231 IN THIS ISSUE. (AG)

ED- ED063463
YR- 70
CH- VT015227
TI- INDUSTRIAL PREP, VOLUME ONE, SOPHOMORE YEAR--INTRODUCTION
    MATHEMATICS.
PD- 70
IS- RIESEP72
TC- 8BB06237
IN- HACKENSACK PUBLIC SCHOOLS, N.J.
PR- EDRS PRICE MF-$0.65 HC-$9.87
CG- OEC-0-70-4955(357)
NO- 245P.; PAES COLLECTION
DE- BEHAVIORAL OBJECTIVES
DE- CAREER EDUCATION
DE- CURRICULUM GUIDES
DE- DEVELOPMENTAL PROGRAMS
DE- GRADE 10
DE- INSTRUCTIONAL AIDS
DE- INTEGRATED CURRICULUM
DE- INTERDISCIPLINARY APPROACH
DE- LEARNING ACTIVITIES
DE- LESSON PLANS
DE- MATHEMATICS INSTRUCTION
DE- PROGRAM CONTENT
DE- SHOP CURRICULUM
DE- STUDENT PROJECTS
DE- TEACHING GUIDES
DE- TESTS
DE- VISUAL AIDS
DE- VOCATIONAL EDUCATION
DE- WORKSHEETS
ID- CAREER EXPLORATION
AB- AS PART OF A 3-YEAR COMPREHENSIVE INTERDISCIPLINARY PROGRAM DEVELOPED BY A GROUP OF EDUCATORS FROM HACKENSACK HIGH SCHOOL, NEW JERSEY, THIS TEACHING GUIDE FOR A GRADE 10 MATHEMATICS UNIT IS DESIGNED AS A YEAR LONG STUDY OF MEASUREMENT IN PREPARATION FOR FURTHER TECHNICAL STUDY IN GRADES 11 AND 12. DAILY LESSON PLANS FOR THE FOUR SOPHOMORE UNITS STRESS BASIC CONCEPTS AND APPLICATIONS OF MATHEMATICAL MEASUREMENT. STUDENTS CONSTRUCT MODELS OF DUCTWORK, GEOMETRIC SOLIDS, DENSITIES OF METALS, AND PAPER BOX FABRICATION WHICH PROMOTE GROUP AND INDIVIDUAL PARTICIPATION IN DEVELOPING NECESSARY CONCRETE MATHEMATICAL SKILLS. THE PROGRAM INCORPORATES THE USE OF COMMUNITY RESOURCES FOR FIELD TRIPS AND PRESENTATIONS, AND INCLUDES LINE DIAGRAMS, QUIZZES, STUDENT WORKSHEETS, AND ACTIVITY LISTS. INTRODUCTORY RATIONALES PRECEDE EACH OUTLINED UNIT. THIS VOLUME IS PLANNED FOR USE WITH FOUR OTHERS, AVAILABLE AS VT 015 228-VT 015 231 IN THIS ISSUE. (AG)

ED- ED063458
YR- 71
CH- VT014908
AU- LYLE, BUEL R.
TI- PILOT OCCUPATIONAL EDUCATION PROGRAMS FOR SMALL RURAL AND SUBURBAN
    ARKANSAS SCHOOLS IN GRADES FIVE THROUGH TWELVE. INTERIM REPORT.
PD- JUN 71
IS- RIESEP72
IC- BBB06045
IN- ARKANSAS STATE DEPT. OF EDUCATION, LITTLE ROCK. DIV. OF VOCATIONAL,
    TECHNICAL AND ADULT EDUCATION.
SC- BBB01855
SN- BUREAU OF ADULT, VOCATIONAL , AND TECHNICAL EDUCATION (DHEW/OE),
    WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$6.58
CG- OEC-0-70-5189(361)
NO- 196P.
DE- CAREER EDUCATION
DE- DEPRESSED AREAS (GEOGRAPHIC)
DE- DEVELOPMENTAL PROGRAMS
DE- DISADVANTAGED YOUTH
DE- INTERMEDIATE GRADES
DE- JOB PLACEMENT
DE- OCCUPATIONAL GUIDANCE
DE- PILOT PROJECTS
DE- RURAL SCHOOLS
DE- SECONDARY GRADES
DE- STUDENT ATTITUDES
DE- SUBURBAN SCHOOLS
DE- VOCATIONAL DEVELOPMENT
ID- EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
AB- TO ASSIST RURAL AND SMALL SUBURBAN SCHOOLS IN DEPRESSED AREAS IN
    ESTABLISHING OCCUPATIONAL EDUCATION PROGRAMS FOR GRADES 5-12, PILOT
    PROGRAMS WERE INSTITUTED IN EIGHT PARTICIPATING SCHOOLS. THE PROJECT
    WORKED TO: (1) PROVIDE OCCUPATIONAL ORIENTATION, (2) CREATE
    FAVORABLE ATTITUDES IN MARGINAL AND DISADVANTAGED STUDENTS TOWARD
    EDUCATION AND ITS CONTRIBUTION TO THE WORLD OF WORK, (3) RELATE
    CLASSROOM INSTRUCTION TO AN IMMEDIATE JOB, (4) PROVIDE VOCATIONAL
    GUIDANCE AND JOB PLACEMENT, AND (5) PROVIDE SHORT INTENSIVE TRAINING
    FOR SENIORS WITH NO PREVIOUS OCCUPATIONAL TRAINING. EACH SCHOOL
    EMPLOYED A COUNSELOR AND COORDINATOR OF COOPERATIVE EDUCATION.
    PERSONNEL FROM PARTICIPATING SCHOOLS HAVE ATTENDED IN-SERVICE
    TRAINING SESSIONS EACH QUARTER. ALTHOUGH COMPREHENSIVE EVALUATION
    WOULD BE PREMATURE, PRELIMINARY FINDINGS SHOW THAT ALL EIGHT SCHOOLS
    HAVE BEGUN TO IMPLEMENT EACH OBJECTIVE. REPORTS FROM EACH OF THE
    LOCAL SCHOOLS ARE INCLUDED. (BH)

ED- ED063440
YR- 72
CH- UD012431
TI- "INTO THE MAINSTREAM: BRIDGING THE GAP BETWEEN DISADVANTAGED YOUTH
AND OTHER YOUTH IN METROPOLITAN WASHINGTON AREA." FINAL REPORT.
PD- 26 MAY 72
IS- RIESEP72
IC- BBB06290
IN- NATIONAL CONFERENCE OF CHRISTIANS AND JEWS, WASHINGTON, D.C.
PP- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-0-9-420088-2327(
NO- 26P.
DE- BEHAVIOR CHANGE
DE- BEHAVIOR PROBLEMS
DE- CAREER CHOICE
DE- CHANGING ATTITUDES
DE- DISADVANTAGED YOUTH
DE- ECONOMICALLY DISADVANTAGED
DE- POLICE COMMUNITY RELATIONSHIP
DE- SECONDARY SCHOOL STUDENTS
DE- SELF CONCEPT
DE- SOCIALLY DISADVANTAGED
DE- SOCIODRAMA
DE- STUDENT BEHAVIOR
DE- STUDENT SCHOOL RELATIONSHIP
DE- YOUTH PROGRAMS
ID- DISTRICT OF COLUMBIA
AB- IN JANUARY 1969, THE NATIONAL CONFERENCE OF CHRISTIANS AND JEWS DEVELOPED FOUR PROGRAMS WHICH WERE DESIGNED TO HELP MAKE IT POSSIBLE FOR A NUMBER OF JUNIOR AND SENIOR HIGH SCHOOL AGE YOUTHS, WHO WERE HANDICAPPED BY BOTH RACIAL AND ECONOMIC ISOLATION, TO BEGIN TO MOVE INTO THE MAINSTREAM OF COMMUNITY AND SCHOOL LIFE: STUDENT AND ADMINISTRATOR, POLICE-YOUTH, SOCIO-DRAMA, AND CAREER EXPOSURE. THE PROGRAMS WERE BASED ON THE ASSUMPTION THAT ECONOMIC AND RACIAL ISOLATION AMONG YOUTHS ADVERSELY AFFECTED THEIR MOTIVATION, SCHOOL ATTENDANCE, CIVIC AND COMMUNITY RESPONSIBILITIES, AND, ESPECIALLY, THEIR CONCEPT OF SELF. THEREFORE, THE PROGRAMS HAD TWO PURPOSES: (1) TO MORE EFFECTIVELY BRIDGE THE GAP BETWEEN YOUTHS WHO ARE BEHAVIORALLY DISORDERED BY REASON OF RACIAL AND/OR ECONOMIC ISOLATION AND YOUTHS IN THE METROPOLITAN WASHINGTON AREA WHO DO NOT SUFFER FROM THESE HANDICAPS; AND, (2) TO FURTHER THE UNDERSTANDING OF THE PROBLEMS FACED BY DISADVANTAGED YOUTHS BY OTHER YOUTHS, ADULTS, AND BY THOSE INSTITUTIONS THAT HAVE A RESPONSIBILITY TO SERVE YOUTH EFFECTIVELY. THE OVERALL PROJECT IS GUIDED BY AN ADVISORY COMMITTEE, WHICH IS COMPOSED OF JUNIOR AND SENIOR HIGH SCHOOL AGE YOUTHS, COMMUNITY LEADERS, EDUCATORS, MANPOWER SPECIALISTS, AND POLICEMEN. (AUTHOR/JM)

ED- ED062542
YR- 71
CH- VT015083
AU- CUNNINGHAM, J. W.
AU- AND OTHERS
TI- THE DEVELOPMENT OF THE OCCUPATION ANALYSIS INVENTORY: AN
    "ERGOMETRIC" APPROACH TO AN EDUCATIONAL PROBLEM.
PD- 71
IS- RIEAUG72
IC- OXM64290
IN- NORTH CAROLINA STATE UNIV., RALEIGH. CENTER FOR OCCUPATIONAL
    EDUCATION.
SC- BBB02778
SN- NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE),
    WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$6.58
CG- OEG-2-7-070348-2698
BN- BR-7-0348
ND- 176P.
DE- ABILITY GROUPING
DE- ABILITY IDENTIFICATION
DE- CAREER EDUCATION
DE- EDUCATIONAL PLANNING
DE- HUMAN ENGINEERING
DE- JOBS
DE- OCCUPATIONAL CLUSTERS
DE- OCCUPATIONAL INFORMATION
DE- PSYCHOMETRICS
DE- TAXONOMY
DE- TESTS
ID- OAI
ID- OCCUPATION ANALYSIS INVENTORY
AB- THE RECENT EMPHASIS ON CAREER EDUCATION ACCENTUATES THE PROBLEM OF TRANSFORMING AND ORGANIZING INFORMATION WORK DOMAIN INTO INFORMATION THAT CAN BE APPLIED TO EDUCATIONAL PROBLEMS. A COMPREHENSIVE TAXONOMY OF HUMAN WORK AND ACCOMPANYING MEASUREMENT DEVICES SUITABLE FOR EDUCATIONAL PURPOSES IS NEEDED. THIS REPORT DESCRIBES A SYSTEMATIC PROCEDURE FOR DESCRIBING, COMPARING, AND GROUPING JOBS AND OCCUPATIONS FOR EDUCATIONAL PURPOSES. EMPHASIS IS ON THE ERGOMETRIC APPROACH, WITH ITS APPLICATION OF PSYCHOMETRICS TO THE STUDY OF HUMAN WORK. AS THE FIRST PHASE IN A PROGRAM TO PROMOTE ARTICULATION BETWEEN THE EDUCATIONAL AND WORK DOMAINS, THE OCCUPATION ANALYSIS INVENTORY PROVIDES: (1) CONCEPTUAL STRUCTURE, (2) WORK ELEMENTS WITH WIDESPREAD APPLICABILITY, (3) TESTS IN THE COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE DOMAINS, AND (4) SCALING PROCEDURES PROVIDING FOR QUANTITATIVE JOB DESCRIPTIONS. (BH)

ED- ED061886
YR- 72
CH- HE002949
AU- PATTERSON, ROBERT A.
TI- AN INVESTIGATION OF THE RELATIONSHIP BETWEEN CAREER PATTERNS OF PENNSYLVANIA COMMUNITY COLLEGE FACULTY AND THEIR ATTITUDES TOWARD EDUCATIONAL ISSUES.
PD- 72
IS- RIEAUG72
IC- FGK01725
IN- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-71-7063071
NO- 24P.
DE- CAREER PLANNING
DE- COLLEGE FACULTY
DE- COMMUNITY COLLEGES
DE- EDUCATIONAL ATTITUDES
DE- EDUCATIONAL PHILOSOPHY
DE- FACULTY
DE- HIGHER EDUCATION
DE- PROFESSORS
DE- TEACHER ATTITUDES
AB- ORGANIZATIONAL BEHAVIOR IS A FUNCTION OF INTERACTIONS AMONG AT LEAST 3 SETS OF VARIABLES: (A) SOCIAL, INSTITUTIONAL, AND INDIVIDUAL VALUES; (B) INSTITUTIONAL GOALS AND ROLE EXPECTATIONS; AND (C) INDIVIDUAL NEEDS AND PERCEPTIONS OF THE WORK ENVIRONMENT. ONE PROBLEM CONFRONTING THE ADMINISTRATOR IN INSTITUTIONS OF HIGHER EDUCATION IS THAT OF UNDERSTANDING THE PERCEPTUAL BASE UPON WHICH INSTITUTIONAL MEMBERS ACT AS THEY CARRY OUT THEIR VARIOUS TASKS AND ROLE ASSIGNMENTS. THIS PROBLEM IS ESPECIALLY CRITICAL IN NEWLY EMERGING INSTITUTIONS THAT ARE COMPOSED OF FACULTY FROM A VARIETY OF OCCUPATIONAL BACKGROUNDS. THE PURPOSE OF THE PRESENT STUDY IS TO EXAMINE A PART OF THIS LARGER PROBLEM BY IDENTIFYING THE PREORGANIZATIONAL CAREER PATTERNS OF COMMUNITY COLLEGE FACULTY IN PENNSYLVANIA AND INVESTIGATING THE RELATIONSHIP BETWEEN IDENTIFIED CAREER PATTERNS AND FACULTY ATTITUDES TOWARD PROGRESSIVE AND TRADITIONAL EDUCATIONAL ISSUES. IT WAS FOUND THAT ACADEMIC FIELD, AGE, DEGREE, TEACHING CURRICULUM, POLITICAL PERSUASION, FATHER'S EDUCATION, PROFESSIONAL MEMBERSHIP, RELIGIOUS PERSUASION, SEX, AND NUMBER OF CHILDREN HAVE A GREAT INFLUENCE ON FACULTY VIEWS TOWARD EDUCATIONAL ISSUES, IN ADDITION TO THE PREORGANIZATIONAL CAREER PATTERNS. (AUTHOR/HS)

ED- ED061451
YR- 72
CH- VT015013
AU- MCCRACKEN, J. DAVID
TI- TARGETED COMMUNICATIONS FOR INSTITUTING VOCATIONAL PLACEMENT AND FOLLOWUP. FINAL REPORT AND APPENDIXES A-C. FINAL REPORT.
PD- 29 FEB 72
IS- RIEJUL72
IC- PUF67355
IN- OHIO STATE UNIV., COLUMBUS. CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION.
SC- BBB03722
SN- NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION (DHEW/OE), WASHINGTON, D.C. DIVISION OF PRACTICE IMPROVEMENT.
PR- EDRS PRICE MF-$0.65 HC-$6.58
CG- OEG-0-71-2850
BN- BR-1-0214
NO- 155P.
DE- BIBLIOGRAPHIES
DE- CAREER EDUCATION
DE- CHANGE AGENTS
DE- EDUCATIONAL CHANGE
DE- EDUCATIONAL IMPROVEMENT
DE- EVALUATION METHODS
DE- FOLLOWUP STUDIES
DE- GRADUATE SURVEYS
DE- HIGH SCHOOL GRADUATES
DE- INFORMATION DISSEMINATION
DE- JOB PLACEMENT
DE- PROGRAM EVALUATION
DE- RESEARCH PROJECTS
DE- TEACHER EDUCATION
DE- VOCATIONAL EDUCATION
DE- VOCATIONAL FOLLOWUP
ID- EDUCATIONAL RESOURCES INFORMATION CENTER
ID- ERIC
AB- TO PROVIDE SUBSTANTIVE AND METHODOLOGICAL INFORMATION CONCERNING SYSTEMATIC VOCATIONAL PLACEMENT AND FOLLOWUP TO INDIVIDUALS RESPONSIBLE FOR EDUCATIONAL PROGRAM CHANGE, A PROJECT WAS CONDUCTED TO DEVELOP THREE PUBLICATIONS, EACH FOR DIFFERENT AUDIENCES: (1) SCHOOL BOARD MEMBERS, (2) TEACHER EDUCATORS, AND (3) LOCAL SCHOOL PERSONNEL. INFORMATION NEEDS WERE IDENTIFIED DURING AD HOC MEETINGS WITH REPRESENTATIVES OF THE TARGET GROUPS. THE INFORMATION BASE FOR THE PROJECT INCLUDED: (1) LITERATURE IDENTIFIED THROUGH EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND OTHER SYSTEMS, (2) EXISTING PROGRAMS, AND (3) THE KNOWLEDGE AND EXPERIENCE OF EMPLOYEES, SCHOOL BOARD MEMBERS, AND EDUCATORS INVOLVED WITH THE PROJECT. THIS FINAL REPORT DESCRIBES THE THREE TARGETED PAPERS AND THE PROCEDURES USED AND MAKES RECOMMENDATIONS TO IMPROVE INFORMATION DISSEMINATION. SAMPLE QUESTIONNAIRES, A BIBLIOGRAPHY, AND LETTERS OF PERMISSION FROM SCHOOL DISTRICTS ARE APPENDED. THE INTERIM REPORT CONTAINING THE TARGETED PAPERS IS AVAILABLE AS VT 015 018 IN THIS ISSUE. (AUTHOR/BH)

SESSION NO. 26

THE TEAM EFFORT

Problem 2. From an Assistant Principal (in charge of instruction): Wants school decision making models--in the area of school management as samples in an inter decision-making inservice workshop. (To include materials after 1970.)

SESSION NO. 26

THE TEAM EFFORT

Selected Citations from Computer Search

No. 26
Problem 2

2. Subject Search

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ED- ED050177
YR- 70
CH- TM000581
AU- AMOR, J. P.
AU- DYER, J. S.
TI- A DECISION MODEL FOR EVALUATING POTENTIAL CHANGE IN INSTRUCTIONAL
    PROGRAMS.
PD- NOV 70
IS- RIEAUG71
IC- CIO11702
IN- CALIFORNIA UNIV., LOS ANGELES. CENTER FOR THE STUDY OF EVALUATION.
SC- BBB03995
SN- DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D.C.
    OFFICE OF THE COMMISSIONER OF EDUCATION.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-4-6-061646-1909
BN- BR-6-1646
NO- 31P.
DE- COST EFFECTIVENESS
DE- DECISION MAKING
DE- EDUCATIONAL IMPROVEMENT
DE- ELEMENTARY SCHOOLS
DE- ESTIMATED COSTS
DE- INSTRUCTIONAL PROGRAMS
DE- MODELS
DE- PRESCHOOL EDUCATION
DE- PROGRAM BUDGETING
DE- PROGRAM DEVELOPMENT
DE- PROGRAM EVALUATION
DE- SCHOOL ADMINISTRATION
DE- SECONDARY SCHOOLS
DE- STATISTICAL ANALYSIS
AB- A STATISTICAL MODEL DESIGNED TO ASSIST ELEMENTARY SCHOOL PRINCIPALS
    IN THE PROCESS OF SELECTION EDUCATIONAL AREAS WHICH SHOULD RECEIVE
    ADDITIONAL EMPHASIS IS PRESENTED. FOR EACH EDUCATIONAL AREA, THE
    MODEL PRODUCES AN INDEX NUMBER WHICH REPRESENTS THE EXPECTED "VALUE"
    PER DOLLAR SPENT ON AN INSTRUCTIONAL PROGRAM APPROPRIATE FOR
    STRENGTHENING THAT AREA. ALTHOUGH THE MODEL IS EXPLAINED IN TERMS OF
    THIS SPECIFIC APPLICATION, THE APPROACH PROPOSED COULD ALSO BE USED
    TO STRUCTURE SIMILAR DECISION PROBLEMS AT THE DISTRICT OR STATE
    LEVELS, OR IN SECONDARY AND PRE-SCHOOL EDUCATIONAL SYSTEMS. THE
    CALCULATION OF THE INDEX NUMBER FOR A PARTICULAR AREA DEPENDS ON:
    (1) THE RELATIVE IMPORTANCE OF THAT AREA IN TERMS OF THE OVERALL
    EDUCATIONAL GOALS; (2) THE "UTILITY" OR "VALUE" TO THE DECISION
    MAKER OF MAKING AN IMPROVEMENT IN THAT AREA, GIVEN THE CURRENT LEVEL
    OF PERFORMANCE; (3) THE PROBABILITY DISTRIBUTION OF THE RESULTS OF
    IMPLEMENTING A PARTICULAR TYPE OF IMPROVEMENT PROGRAM FOR THAT AREA,
    GIVEN THE CURRENT LEVEL OF PERFORMANCE; AND (4) THE COST OF THE
    PROGRAM. THESE FACTORS ARE COMBINED INTO A STATISTICAL FORMULA
    YIELDING THE DESIRED INDEX NUMBER. THE USE OF THESE INDICES AS
    DECISION INSTRUMENTS IS ALSO DISCUSSED. STATISTICAL DATA AND A
    BIBLIOGRAPHY ARE INCLUDED. (AUTHOR/AE)
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ED- ED014637
YR- 67
CH- AC001525
AU- BYARS, LLOYD L.
AU- NUNN, GEOFFREY E.
TI- QUANTITATIVE DECISION TOOLS AND MANAGEMENT DEVELOPMENT PROGRAMS.
PD- NOV67
IS- CUMREPT
PR- DOCUMENT NOT AVAILABLE FROM EDRS
CG- OEC-1-7-071003-4275
DE- BUSINESS SUBJECTS
DE- COGNITIVE PROCESSES
DE- EDUCATIONAL PROBLEMS
DE- EFFECTIVE TEACHING
DE- EMPLOYER ATTITUDES
DE- INDUSTRY
DE- MANAGEMENT DEVELOPMENT
DE- MANAGEMENT GAMES
DE- MATHEMATICAL MODELS
DE- OPERATIONS RESEARCH
DE- PROBLEM SOLVING
DE- PROGRAM EVALUATION
DE- RESEARCH METHODOLOGY
DE- SIMULATION
DE- SPECIALISTS
DE- SYSTEMS ANALYSIS
DE- TESTING
DE- UNITS OF STUDY (SUBJECT FIELDS)

AB- THIS ARTICLE OUTLINED THE CURRENT STATUS OF QUANTITATIVE METHODS AND OPERATIONS RESEARCH (OR), SKETCHED THE STRENGTHS OF TRAINING EFFORTS AND ISOLATED WEAKNESSES, AND FORMULATED WORKABLE CRITERIA FOR EVALUATING SUCCESS OF OPERATIONS RESEARCH TRAINING PROGRAMS. A SURVEY OF 105 COMPANIES REVEALED THAT PERT, INVENTORY CONTROL THEORY AND LINEAR PROGRAMING WERE EFFECTIVE IN HANDLING CERTAIN TYPES OF ALLOCATION AND SCHEDULING PROBLEMS. AMONG THE PROBLEM AREAS IDENTIFIED IN OPERATIONS RESEARCH TRAINING WERE LACK OF INTEREST AND TIME ON THE PART OF MANAGEMENT AND NONAVAILABILITY OF COMPETENT INSTRUCTORS. IMPROVED MANAGEMENT WAS SEEN TO RESULT FROM DIRECTING INSTRUCTION TOWARD CONCEPTS RELATING TO LOGICAL PROBLEM FORMULATION, PROBLEM ANALYSIS, AND MODEL BUILDING. THE OPPORTUNITY FOR APPLICATION OF OPERATIONS RESEARCH TOOLS (DYNAMIC PROGRAMING, SIMULATION AND SO ON), WAS SEEN AS IMPORTANT IN TRAINING, AND MANAGEMENT GAMES WERE SUGGESTED FOR THIS PURPOSE. (THE DOCUMENT INCLUDES SEVEN REFERENCES). THIS ARTICLE APPEARED IN TRAINING AND DEVELOPMENT JOURNAL, VOLUME 21, NUMBER 11, NOVEMBER 1967. (PT)

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ED- ED061269
YR- 72
CH- TM001203
AU- JACOBS, JAMES N.
TI- A MODEL FOR PROGRAM DEVELOPMENT AND EVALUATION AT THE LOCAL SCHOOL
    LEVEL.
PD- FEB 72
IS- RIEJUL72
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-4-6-061646-1909
NO- 27P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN
    EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL 1972)
DE- CHANGING ATTITUDES
DE- COMMUNITY SCHOOLS
DE- DECENTRALIZATION
DE- DECISION MAKING
DE- EDUCATIONAL ACCOUNTABILITY
DE- EDUCATIONAL PLANNING
DE- EDUCATIONAL RESOURCES
DE- GOAL ORIENTATION
DE- LOCAL ISSUES
DE- MODELS
DE- POWER STRUCTURE
DE- PROGRAM DEVELOPMENT
DE- PROGRAM EVALUATION
AB- A FOUR-STAGE MODEL (GOAL SETTING, PROGRAM PLANNING, PROGRAM
    IMPLEMENTATION, PROGRAM EVALUATION) FOR ACHIEVING DIVERSITY IN THE
    MEANS AND ENDS OF EDUCATION IS SUGGESTED. ITS MAJOR THRUST IS FOR
    MORE EDUCATIONAL PROGRAMMING AT THE LOCAL SCHOOL LEVEL. (MS)
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ED- ED060201
YR- 71
CH- VT014776
AU- BORGEN, JOSEPH A.
AU- DAVIS, DWIGHT E.
TI- AN INVESTIGATION OF CURRICULUM DEVELOPMENT AND EVALUATION MODELS WITH IMPLICATIONS TOWARD A SYSTEMS APPROACH TO CURRICULUM DEVELOPMENT AND EVALUATION IN OCCUPATIONAL EDUCATION AS PART OF THE PHASE II REPORT.
PD- MAY 71
IS- RIEJUN72
IC- BBB04882
IN- JOLIET JUNIOR COLL., ILL.
SC- BBB01343
SN- ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD. VOCATIONAL AND TECHNICAL EDUCATION DIV.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-0-70-5176(361)
AV- ILLINOIS OCCUPATIONAL CURRICULUM PROJECT, JOLIET JUNIOR COLLEGE, 1216 HOUBOLT AVENUE, JOLIET, ILL. 60436 ($1.50)
NO- 83P.
DE- COMMUNITY COLLEGES
DE- CURRICULUM DEVELOPMENT
DE- CURRICULUM RESEARCH
DE- DECISION MAKING
DE- FORMATIVE EVALUATION
DE- JUNIOR COLLEGES
DE- MODELS
DE- PROGRAM DEVELOPMENT
DE- PROGRAM EVALUATION
DE- RESEARCH PROJECTS
DE- RESEARCH REVIEWS (PUBLICATIONS)
DE- SYSTEMS APPROACH
DE- VOCATIONAL EDUCATION
ID- ILLINOIS OCCUPATIONAL CURRICULUM PROJECT
ID- IOCP
AB- AS PART OF THE PHASE II REPORT OF THE ILLINOIS OCCUPATIONAL CURRICULUM PROJECT (IOCP), THIS DOCUMENT SUMMARIZES THE INVESTIGATIVE ACTIVITIES AND RESULTING IMPLICATIONS OF BOTH PHASE I AND PHASE II. BASED ON THE REVIEW OF LITERATURE, CONCLUSIONS AND IMPLICATIONS WERE STATED WHICH INCLUDED: (1) THE ALTERNATIVE STRATEGIES FOR CURRICULUM DEVELOPMENT AVAILABLE IN THE LITERATURE MAY BE BROADLY DIVIDED INTO TYLERIAN MODELS, SYSTEMS MODELS, AND PRODUCT DEVELOPMENT MODELS, (2) THE STATE OF THE ART IN CURRICULUM DEVELOPMENT PRESENTLY EVIDENCES LITTLE FORECASTING POWER AS A CONSEQUENCE OF THE ABSENCE OF SOUND SCIENTIFIC OF TECHNICAL THEORIZING, (3) THE DEVELOPMENT OF ANY EVALUATION SYSTEM FROM AMONG THE SUGGESTED PROTOTYPES SHOULD PROVIDE THE USER WITH FLEXIBILITY AND THE OPPORTUNITY TO ATTEND TO ALTERNATIVE EVALUATE PROCEDURES, (4) THE DEVELOPMENT OF THE IOCP MODEL SHOULD ATTEMPT TO CONSIDER THE CRITICAL ASPECTS OF VARIOUS THEORIES AND PHILOSOPHIES OF CURRICULUM DEVELOPMENT, AND (5) THE IOCP MODEL SHOULD ATTEND TO THE HUMAN PROBLEMS INVOLVED IN IMPLEMENTATION. PHASE III OF THIS PROJECT WILL BE DEVOTED TO PILOT TESTING THE MODEL. RELATED DOCUMENTS ARE AVAILABLE AS VT 014 774 AND VT 014 775 IN THIS ISSUE, AND ED 050 270. (JS)

ED- ED060200
YR- 71
CH- VT014775
AU- BORGEN, JOSEPH A.
AU- DAVIS, DWIGHT E.
TI- AN INVESTIGATION OF SYSTEMS DESIGNS AND MANAGEMENT TECHNIQUES WITH IMPLICATIONS TOWARD A SYSTEMS APPROACH TO CURRICULUM DEVELOPMENT AND EVALUATION IN OCCUPATIONAL EDUCATION AS PART OF THE PHASE II REPORT.
PD- MAY 71
IS- RIEJUN72
IC- BBB04882
IN- JOLIET JUNIOR COLL., ILL.
SC- BBB01343
SN- ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD. VOCATIONAL AND TECHNICAL EDUCATION DIV.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-0-70-5176(361)
AV- ILLINOIS OCCUPATIONAL CURRICULUM PROJECT, JOLIET JUNIOR COLLEGE, 1216 HOUBOLT AVENUE, JOLIET, ILL. 60436 ($1.50)
NO- 65P.
DE- COMMUNITY COLLEGES
DE- CURRICULUM DEVELOPMENT
DE- DECISION MAKING
DE- FORMATIVE EVALUATION
DE- JUNIOR COLLEGES
DE- MANAGEMENT SYSTEMS
DE- MODELS
DE- PROGRAM DEVELOPMENT
DE- PROGRAM EVALUATION
DE- RESEARCH PROJECTS
DE- RESEARCH REVIEWS (PUBLICATIONS)
DE- SYSTEMS APPROACH
DE- SYSTEMS DEVELOPMENT
DE- VOCATIONAL EDUCATION
ID- ILLINOIS OCCUPATIONAL CURRICULUM PROJECT
ID- IOCP
AB- AS PART OF THE PHASE II REPORT OF THE ILLINOIS OCCUPATIONAL CURRICULUM PROJECT, THIS DOCUMENT SUMMARIZES EFFORTS MADE TO: (1) GAIN A FAMILIARITY WITH THE TERMINOLOGY AND THEORY OF SYSTEMS MODELING, (2) STUDY THE APPLICATION OF SYSTEMS MODELING IN VARIOUS MANAGEMENT SETTINGS, AND (3) IDENTIFY FACTORS TO BE CONSIDERED IN SELECTING AND DEVELOPING A SYSTEMS MODELING TECHNIQUE FOR USE BY OCCUPATIONAL ADMINISTRATORS. ULTIMATELY THE CONTENTS OF THIS REPORT WILL BE COMBINED WITH DATA GATHERED IN TWO OTHER MAJOR AREAS OF INVESTIGATION TO FORM THE BASIS FOR THE DEVELOPMENT OF A SYSTEM MODEL AND RELATED GUIDELINES FOR OCCUPATIONAL CURRICULUM DEVELOPMENT AND EVALUATION. FINDINGS, BASED ON A REVIEW OF THE LITERATURE AND THE OPINIONS OF CONSULTANTS, INCLUDE: (1) THE DEVELOPMENT OF A MODEL SHOULD INVOLVE THE IDENTIFICATION OF FACTORS RELATING TO THE OCCUPATIONAL CURRICULUM, WHETHER WITHIN THE INSTITUTION OR OUTSIDE THE INSTITUTION, AND RELATING THESE FACTORS TO EACH OTHER AND TO THE CURRICULUM SYSTEM AS A WHOLE, AND (2) THE SELECTION OF A MODELING TECHNIQUE SHOULD CONSIDER THE PURPOSE THE MODEL WILL SERVE. AFTER CAREFUL CONSIDERATION, IT WAS DECIDED THAT THE FLOW CHART MODELING TECHNIQUE USING LOGOS LANGUAGE WOULD BE USED FOR THIS PROJECT. RELATED DOCUMENTS ARE AVAILABLE AS VT 014 774 AND VT 014 776 IN THIS ISSUE, AND ED 050 270. (JS)

ED- ED060199

YR- 71

CH- VT014774

AU- BORGEN, JOSEPH A.

AU- DAVIS, DWIGHT E.

TI- AN INVESTIGATION OF DECISION-MAKING PRACTICES IN ILLINOIS JUNIOR COLLEGES WITH IMPLICATIONS TOWARD A SYSTEMS APPROACH TO CURRICULUM DEVELOPMENT AND EVALUATION IN OCCUPATIONAL EDUCATION AS PART OF THE PHASE II REPORT.

PD- MAY 71

IS- RIEJUN72

IC- BBB04882

IN- JOLIET JUNIOR COLL., ILL.

SC- BBB01343

SN- ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD. VOCATIONAL AND TECHNICAL EDUCATION DIV.

PR- EDRS PRICE MF-$0.65 HC-$6.58

CG- OEC-0-70-5176(361)

AV- ILLINOIS OCCUPATIONAL CURRICULUM PROJECT, JOLIET JUNIOR COLLEGE, 1216 HOUBOLT AVENUE, JOLIET, ILL. 60436 ($1.50)

NO- 178P.

DE- COMMUNITY COLLEGES

DE- CURRICULUM DEVELOPMENT

DE- DECISION MAKING

DE- FORMATIVE EVALUATION

DE- JUNIOR COLLEGES

DE- MODELS

DE- PROGRAM DEVELOPMENT

DE- PROGRAM EVALUATION

DE- RESEARCH PROJECTS

DE- SYSTEMS APPROACH

DE- VOCATIONAL EDUCATION

ID- ILLINOIS OCCUPATIONAL CURRICULUM PROJECT

ID- IOCP

AB- AS PART OF THE PHASE II REPORT OF THE ILLINOIS OCCUPATIONAL CURRICULUM PROJECT, THIS DOCUMENT FOCUSES ON THE STRUCTURING OF A MODEL FOR OCCUPATIONAL CURRICULUM DEVELOPMENT AND EVALUATION. THUS, A QUESTIONNAIRE WAS DEVELOPED TO IDENTIFY: (1) THE TASKS AND VARIOUS ACTIVITIES WITHIN THE INSTITUTIONS, (2) SOME OF THE KEY CURRICULUM CHANGES THAT HAVE BEEN MADE AND HOW THESE CHANGES HAVE PROGRESSED FROM THE INITIAL EFFORT TO FINAL ADOPTION, AND (3) THE DECISIONS MADE, HOW THEY WERE MADE, AND WHO WAS INVOLVED IN THEM. CONCLUSIONS BASED ON DATA COLLECTED AND ANALYZED INCLUDED: (1) MORE JUNIOR AND COMMUNITY COLLEGES SHOULD COMPLETE A MANPOWER SURVEY, (2) JOB ANALYSIS SURVEYS SHOULD BE COMPLETED OR UTILIZED IN OCCUPATIONAL PROGRAM PLANNING, (3) ONE OF THE PRIMARY METHODS USED IN THE DEVELOPMENT OF OCCUPATIONAL PROGRAMS AND COURSES WAS THE REVIEWING OF PROGRAMS OF OTHER INSTITUTIONS, AND (4) MOST OF THE DECISIONS PERTAINING TO OCCUPATIONAL PROGRAM IDENTIFICATION AND DEVELOPMENT WERE MADE BY THE OCCUPATIONAL DEAN. UPON COMPLETION OF PHASE II OF THIS PROJECT, PHASE III IS PROPOSED FOR PILOT TESTING THE MODEL. RELATED DOCUMENTS ARE AVAILABLE AS VT 014 775 AND VT 014 776 IN THIS ISSUE, AND ED 050 270. (JS)

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ED- ED056285
YR- 71
CH- AC012023
AU- HIEMSTRA, ROGER P.
TI- PROGRAM PLANNING AND EVALUATION: A BIBLIOGRAPHY.
PD- JUL 71
IS- RIEMAR72
IC- BBR05661
IN- NEBRASKA UNIV., LINCOLN. DEPT. OF ADULT AND CONTINUING EDUCATION.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-8-019002-3577
NT- 22P.
DE- ADULT EDUCATION PROGRAMS
DE- BIBLIOGRAPHIES
DE- BOOKS
DE- DECISION MAKING
DE- EVALUATION METHODS
DE- LITERATURE REVIEWS
DE- MODELS
DE- PERIODICALS
DE- PROBLEM SOLVING
DE- PROGRAM EVALUATION
DE- PROGRAM PLANNING
AB- MEANT TO SERVE AS A GUIDE TO LITERATURE CONCERNING PROGRAM PLANNING
    AND EVALUATION, THE FORMAT OF THIS BIBLIOGRAPHY IS A SIMPLE PLANNING
    AND EVALUATION MODEL. THE BIBLIOGRAPHIC MATERIAL CITED IS RELATED TO
    ONE OF THE FOUR MODEL COMPONENTS, AS FOLLOWS: 1. CLIENTELE ANALYSIS
    AND NEED; 2. ESTABLISHING OBJECTIVES; 3. PROGRAM PLANNING (MODELS,
    PRINCIPLES AND PROCEDURES; TOOLS; GENERAL AND MISCELLANEOUS PLANNING
    INFORMATION; AND DECISION-MAKING/PROBLEM SOLVING); AND 4.
    EVALUATION. THE 229 ITEMS CITED ARE EITHER BOOKS OR JOURNAL
    ARTICLES. (DB)
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ED- ED047143
YR- 69
CH- VT012538
AU- MALEY, DONALD
TI- A NEW ROLE FOR INDUSTRIAL ARTS IN THE SENIOR HIGH SCHOOL.
PD- 69
IS- RIEMAY71
IC- EGK02625
IN- AMERICAN VOCATIONAL ASSOCIATION, WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-0-8-070329-3694(
NO- 48P.; PRESENTED AT THE NATIONAL CONVENTION OF THE AMERICAN VOCATIONAL ASSOCIATION (BOSTON, MASS., DEC. 1969)
DE- CITIZEN PARTICIPATION
DE- CITIZEN ROLE
DE- CITIZENSHIP
DE- CURRICULUM DEVELOPMENT
DE- DECISION MAKING
DE- EDUCATIONAL NEEDS
DE- INDUSTRIAL ARTS
DE- INDUSTRIAL TECHNOLOGY
DE- MODELS
DE- PROBLEM SOLVING
DE- PROGRAM DEVELOPMENT
DE- RESOURCE ALLOCATIONS
DE- SECONDARY EDUCATION
DE- SOCIAL PROBLEMS
DE- SPEECHES
DE- TECHNOLOGY
DE- VOCATIONAL EDUCATION
AB- THE TIME HAS COME TO REEXAMINE THE ROLE OF INDUSTRIAL ARTS IN THE HIGH SCHOOLS. OUR SOCIETY IS NO LONGER IN THE INDUSTRIAL ERA BUT RATHER IN THE POST-INDUSTRIAL ERA WHICH IS CHARACTERIZED BY PRESSING SOCIAL PROBLEMS. SOLUTIONS MUST BE FOUND FOR THE PROBLEMS OF POLLUTION, POWER GENERATION, HOUSING, TRANSPORTATION, COMMUNICATION, CONSERVATION, MORE EFFECTIVE RESOURCE UTILIZATION AND INDUSTRIAL PRODUCTIVITY. THE ROLE INDUSTRIAL ARTS CAN PLAY IN THESE AREAS OF CONCERN IS NOT ONE OF FINDING SOLUTIONS BUT RATHER ONE OF EDUCATING THE CITIZENRY TO BE AWARE OF THE IMPLICATIONS OF THESE PROBLEMS. THERE IS NO DOUBT ABOUT THE EXTENT OF OUR TECHNOLOGICAL KNOW-HOW; THE QUESTION IS HOW TO REDUCE THE EVER-WIDENING GAP BETWEEN THE TECHNOLOGIST AND THE GREAT MASSES OF PEOPLE WHO USE OR MUST MAKE DECISIONS ABOUT THE APPLICATION, ACCEPTANCE, OR REJECTION OF THE TECHNOLOGY. THIS PROPOSAL OUTLINES A SYSTEM OF STUDY FOR THE SENIOR HIGH SCHOOL THAT WILL EDUCATE CITIZENS TO MAKE INTELLIGENT DECISIONS CONCERNING THE FUTURE APPLICATION OF OUR GREAT WEALTH OF TECHNOLOGICAL KNOW-HOW. (AUTHOR/JS)

ED- ED044780
YR- 70
CH- EA003127
AU- PARDEN, ROBERT J., ED.
TI- AN INTRODUCTION TO PROGRAM PLANNING, BUDGETING AND EVALUATION FOR
    COLLEGES AND UNIVERSITIES. THE PROCEEDINGS OF A CONFERENCE.
PD- JUL 70
IS- RIEAPR71
IC- BBB04317
IN- SANTA CLARA UNIV., CALIF. OFFICE OF INSTITUTIONAL PLANNING.
PR- EDRS PRICE MF-$0.65 HC-$9.87
CG- OEC-0-8-080353-3514
AV- OFFICE OF INSTITUTIONAL PLANNING, UNIVERSITY OF SANTA CLARA, SANTA
    CLARA, CALIFORNIA 95053 ($3.00)
NO- 210P.
DE- ADMINISTRATIVE PERSONNEL
DE- CONFERENCE REPORTS
DE- DECISION MAKING
DE- EDUCATIONAL PLANNING
DE- HIGHER EDUCATION
DE- INFORMATION SYSTEMS
DE- INSTITUTIONAL RESEARCH
DE- MODELS
DE- PROGRAM BUDGETING
DE- PROGRAM EVALUATION
DE- RESOURCE ALLOCATIONS
DE- SIMULATION
DE- SYSTEMS ANALYSIS
ID- BAY AREA ACADEMIC FORUM
AB- THIS CONFERENCE ON PROGRAM BUDGETING WAS PLANNED TO ACCOMPLISH FOUR
    OBJECTIVES: (1) PROVIDE A BASIC ORIENTATION FOR ACADEMIC
    ADMINISTRATORS BY DEFINING PROGRAM BUDGETING, AND EXPLAINING HOW IT
    MIGHT HELP THEIR INSTITUTIONS; (2) INTERPRET THE VOCABULARY OF
    SYSTEMS ANALYSIS; (3) IDENTIFY THE DIFFERENT LEVELS OF INVOLVEMENT
    AT WHICH AN INSTITUTION COULD OPERATE; AND (4) APPRAISE THE CURRENT
    USE OF PROGRAM BUDGETING IN COLLEGES AND UNIVERSITIES. (AUTHOR/MLF)

ED- ED042249
YR- 70
CH- EA003002
AU- MAGUIRE, LOUIS M.
TI- CHANGE LITERATURE AND THE PRACTICING SCHOOL ADMINISTRATOR.
PD- MAR 70
IS- RIEJAN71
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-4-7-062871-3059
NO- 12P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING, (MINNEAPOLIS, MINNESOTA, MARCH 2-6, 1970)
DE- ADMINISTRATIVE PERSONNEL
DE- BEHAVIOR CHANGE
DE- CONCEPT FORMATION
DE- CONFLICT RESOLUTION
DE- DECISION MAKING
DE- EDUCATIONAL CHANGE
DE- EDUCATIONAL INNOVATION
DE- EDUCATIONAL NEEDS
DE- EDUCATIONAL OBJECTIVES
DE- EDUCATIONAL RESOURCES
DE- ENVIRONMENTAL INFLUENCES
DE- LITERATURE REVIEWS
DE- MODELS
DE- PROBLEM SOLVING
DE- SCHOOL ADMINISTRATION
DE- SCHOOL DISTRICTS
AB- BASED ON A REVIEW OF 500 SOURCES DEALING WITH CHANGE, THIS PRESENTATION SETS FORTH THE PRACTICAL APPLICATIONS OF CHANGE LITERATURE FOR SCHOOL ADMINISTRATORS. THE REPORT CONCLUDES THAT CHANGE IS A TERM NEITHER COMMONLY USED NOR COMMONLY UNDERSTOOD, AND THAT THERE EXIST FEW SCIENTIFICALLY DEVELOPED (I.E., THEORETICALLY BASED AND EMPIRICALLY TESTED AND REVISED) TOOLS TO OPERATIONALIZE CHANGE. THE PRESENTATION PROVIDES A REALISTIC FOCUS ON VARIOUS SUGGESTIONS, PRESCRIPTIONS, AND MODELS FOR BRINGING ABOUT CHANGE IN LOCAL SCHOOL DISTRICTS. (RELATED DOCUMENTS ARE EA 002 947 AND EA 002 949). (AUTHOR)

ED- ED038501
YR- 70
CH- VT010277
AU- RICE, DICK C.
AU- MECKLEY, RICHARD F.
TI- SUPERVISION AND DECISION-MAKING SKILLS IN VOCATIONAL EDUCATION: A TRAINING PROGRAM UTILIZING SIMULATION TECHNIQUES. FINAL REPORT.
PD- MAR 70
IS- RIEAUG70
IC- RUF67355
IN- OHIO STATE UNIV., COLUMBUS. CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION.
SC- RMQ66004
SN- OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
PR- EDRS PRICE MF-$0.65 HC-$6.58
CG- OEG-3-7-000158-2037
BN- BR-7-0158
AV- THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, OHIO STATE UNIVERSITY, 1900 KENNY ROAD, COLUMBUS, OHIO 43210
NO- 116P.
DE- BIBLIOGRAPHIES
DE- DECISION MAKING SKILLS
DE- INSTITUTES (TRAINING PROGRAMS
DE- PROBLEM SOLVING
DE- PROGRAM EVALUATION
DE- SIMULATION
DE- SUPERVISORY TRAINING
DE- TEACHING GUIDES
DE- VOCATIONAL EDUCATION
DE- WORKSHOPS
AB- SIMULATION EXERCISES FOCUSING ON THE DEVELOPMENT OF PERSONAL AND TECHNICAL SKILLS OF SUPERVISION AND DECISION MAKING ARE PRESENTED AS THE FIRST IN A SERIES OF PROJECTS DESIGNED TO DEVELOP, TEST, AND DISSEMINATE SIMULATION TRAINING MATERIALS FOR STATE LEADERSHIP DEVELOPMENT. THE EXERCISES INCORPORATE THREE DIMENSIONS OF SUPERVISORY BEHAVIOR: FUNCTIONS, GOALS, AND PROCESSES. THIS PUBLICATION INCLUDES FOUR SIMULATION EXERCISES, AN INSTRUCTOR'S GUIDE, BACKGROUND DATA FOR THE EXERCISES, AND STUDENT WORKING PAPERS. THE EXERCISES MAY BE USED INDIVIDUALLY, AS A GROUP OF FOUR RELATED EXERCISES, OR IN COMBINATION WITH EXERCISES TO BE DEVELOPED WITHIN THIS SERIES. THESE EXERCISES WERE DEVELOPED FROM ACTUAL CASE HISTORIES AND PROBLEMS SUBMITTED BY PRESENT LEADERS OF VOCATIONAL EDUCATION. THE INSTRUCTORS GUIDE ATTEMPTS TO PROVIDE ASSISTANCE IN CONDUCTING TRAINING SESSIONS UTILIZING THIS MATERIAL. (CH)

ED- ED035106
YR- 69
CH- EA002774
AU- SMITH, GARY R.
TI- WORKSHOP ON PLANNING, IMPLEMENTING AND EVALUATING BALANCED PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.
PD- MAY 69
IS- RIEMAY70
IC- YEX90150
IN- UTAH STATE UNIV., LOGAN.
SC- RMQ66004
SN- OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
PR- EDRS PRICE MF-$0.65 HC NOT AVAIL
CG- OEG-0-8-080-343-359.
BN- BR-8-0348
NO- 187P.
DE- ADULT EDUCATION
DE- BIBLIOGRAPHIES
DE- BUDGETING
DE- CONFERENCE REPORTS
DE- DATA COLLECTION
DE- DECISION MAKING
DE- DISTRIBUTIVE EDUCATION
DE- HIGH SCHOOLS
DE- MODELS
DE- PLANNING
DE- POST SECONDARY EDUCATION
DE- PROGRAM DEVELOPMENT
DE- PROGRAM EVALUATION
DE- PROGRAMING
DE- SYSTEMS APPROACH
DE- VOCATIONAL EDUCATION
DE- WORKSHOPS
ID- PLANNING PROGRAMMING BUDGETING SYSTEM (PPBS)
AB- THIS WORKSHOP WAS ORGANIZED TO ACQUAINT STATE AND LOCAL OFFICIALS CONCERNED WITH DISTRIBUTIVE EDUCATION AND PLANNING, PROGRAMING, AND BUDGETING TECHNIQUES. THE WORKSHOP WAS DESIGNED TO (1) DEVELOP AN UNDERSTANDING AND APPRECIATION FOR SYSTEMATIC PLANNING AND PROGRAMING TECHNIQUES, (2) DEVELOP AN UNDERSTANDING OF THE SOCIAL AND ECONOMIC PROBLEMS THAT FACE DISTRIBUTIVE EDUCATION, (3) ACQUAINT ITS PARTICIPANTS WITH TYPES OF BASE LINE DATA NEEDED TO DEVELOP BALANCED PROGRAMS, (4) DEVELOP AN UNDERSTANDING OF THE SCOPE OF THE DISTRIBUTIVE EDUCATION PROGRAM INCLUDING PRE-HIGH SCHOOL SERVICES AND INTERDISCIPLINARY APPROACHES, AND (5) DEVELOP A MODEL FOR USE IN PROGRAM DEVELOPMENT AND EVALUATION. CONSULTANTS GAVE PRESENTATIONS COVERING SEVEN MAJOR AREAS OF SYSTEMATIC PROGRAM PLANNING. PARTICIPANTS COMPLETED A WORKSHOP PROBLEM DESIGNED TO TAKE THEM THROUGH A TOTAL PPB EXPERIENCE. THEY PRODUCED A MODEL FOR USE IN PPB FOR DISTRIBUTIVE EDUCATION PERSONNEL. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (AUTHOR/MF)

ED- ED032789
YR- 69
CH- EM007475
AU- KARWEIT, NANCY
AU- LIVINGSTON, SAMUEL A.
TI- GROUP VERSUS INDIVIDUAL PERFORMANCE AND LEARNING IN A COMPUTER GAME: AN EXPLORATORY STUDY.
PD- SEP 69
IS- RIEFEB70
IC- LYP39605
IN- JOHNS HOPKINS UNIV., BALTIMORE, MD. CENTER FOR THE STUDY OF SOCIAL ORGANIZATION OF SCHOOLS.
SC- RMQ66004
SN- OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-2-7-061610-0207
BN- BR-6-1610
NO- 26P.
DE- AUTOINSTRUCTIONAL AIDS
DE- COMPUTER ASSISTED INSTRUCTION
DE- COMPUTER ORIENTED PROGRAMS
DE- DECISION MAKING
DE- EDUCATIONAL GAMES
DE- EDUCATIONAL TECHNOLOGY
DE- EVALUATION METHODS
DE- GAME THEORY
DE- GROUP EXPERIENCE
DE- GROUPING (INSTRUCTIONAL PURPOSES)
DE- GROUP INSTRUCTION
DE- INSTRUCTIONAL MEDIA
DE- PROGRAM EVALUATION
DE- SIMULATION
DE- TEACHING TECHNIQUES
AB- THE MAJOR HYPOTHESES OF THIS EXPERIMENT WERE THAT STUDENTS WHO PLAY A COMPUTER GAME IN TEAMS OF TWO OR THREE WILL PERFORM AT LEAST AS WELL AS THOSE WHO PLAY THE GAME INDIVIDUALLY, AND THAT TEAMS OF TWO OR THREE STUDENTS WILL BE AT LEAST AS SUCCESSFUL IN THE GAME AS INDIVIDUAL STUDENTS. SIXTH GRADERS OF HIGH ACADEMIC ABILITY WERE DIVIDED INTO FOUR GROUPS. THREE OF THE GROUPS PLAYED A COMPUTER GAME: ONE GROUP PLAYED ALONE, ONE PLAYED IN PAIRS, AND ONE IN THREES. THE FOURTH GROUP DID NOT PLAY THE GAME. ALL THE SUBJECTS THEN TOOK A TEST DESIGNED TO MEASURE LEARNING FROM THE GAME. NO SIGNIFICANT DIFFERENCES IN LEARNING WERE OBSERVED, BUT THERE WAS A STATISTICALLY SIGNIFICANT TENDENCY FOR BOYS TO PLAY THE GAME FASTER THAN GIRLS. A DIFFERENCE IN THE MACHINES USED TO PLAY THE GAME PRODUCES NO CONSISTENT OR SIGNIFICANT EFFECTS. APPENDICES GIVE SOME STATEMENTS FROM THE GAME AND THE TEST QUESTIONS. (AUTHOR/JY)

ED- ED016137
YR- 67
CH- VT004318
AU- DAILEY, CHARLES A.
TI- PROJECT GATEKEEPER, THE REDUCTION OF JOB DISCRIMINATION BY THE USE OF SELF-CONFRONTATION AND FEEDBACK TO THE DISCRIMINATOR.
PD- 67
IS- CUMREPT
IC- FGK02550
IN- AMERICAN UNIV., WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$6.58
CG- OEC-5-85-089
NO- 131P.
DE- ABILITY IDENTIFICATION
DE- CASE STUDIES (EDUCATION)
DE- DECISION MAKING
DE- DISADVANTAGED GROUPS
DE- DISCRIMINATORY ATTITUDES (SOCIAL)
DE- EDUCATIONAL PROGRAMS
DE- EMPLOYMENT INTERVIEWS
DE- EMPLOYMENT QUALIFICATIONS
DE- FEEDBACK
DE- JOB APPLICANTS
DE- PERSONNEL SELECTION
DE- PILOT PROJECTS
DE- PROGRAM EVALUATION
DE- ROLE PLAYING
DE- SENSITIVITY TRAINING
DE- SIMULATION
DE- TAPE RECORDINGS
DE- TEACHING TECHNIQUES
AB- THE MAIN OBJECTIVE OF THIS PILOT STUDY WAS TO DESIGN A PROGRAM FOR TRAINING DECISION-MAKERS (EMPLOYERS) TO INTERACT WITH DISADVANTAGED PERSOMS AND TO EVALUATE THEIR "CAREER POTENTIAL" MORE APPROPRIATELY. TRAINING METHODS INCLUDE THE USE OF VIDEOTAPE RECORDINGS AND PLAYBACK, AUDIOTAPE RECORDINGS OF INTERVIEWS AND PLAYBACK, SENSITIVITY TRAINING, ROLE-PLAYING (SIMULATED INTERVIEWING), PROGRAMED CASES, PROGRAMED PERSONNEL DATA, AND TRADITIONAL METHODS OF TRAINING SUCH AS LECTURING AND CASE STUDIES. FINDINGS OF EARLIER STUDIES AND EXPERIMENTS OF THIS STUDY ARE INCLUDED IN THE EVALUATIONS OF THE PROJECT. FINDINGS INCLUDE--(1) THE SOCIAL DISTANCE DESIRED BY THE APPLICANT WITH THE INTERVIEWER IS CORRELATED WITH THE UNDERSTANDING THE APPLICANT BELIEVES THE INTERVIEWER HAS FOR HIM, (2) THE SOCIAL DISTANCE VIEWED BY THE APPLICANT IS RELATED INVERSELY TO THE QUALIFICATION RATING OF THE APPLICANT BY THE INTERVIEWER, (3) INTERVIEWERS DO A BETTER JOB WHEN APPLICANTS FEEL QUALIFIED, (4) INTERVIEWERS DO A BETTER JOB WHEN THEY REGARD APPLICANTS AS QUALIFIED, AND (5) INTERVIEWERS DO A BETTER JOB WHEN THE APPLICANT'S RATING OF SOCIAL DISTANCE INDICATES GREATER INTIMACY AND UNDERSTANDING. (PS)

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ED- EJ058340
YR- 72
CH- AA512719
AU- TORRANCE, E. PAUL
AU- TORRANCE, PANSY
TI- COMBINING CREATIVE PROBLEM-SOLVING WITH CREATIVE EXPRESSIVE
    ACTIVITIES IN THE EDUCATION OF DISADVANTAGED YOUNG PEOPLE
PD- 72
IS- CIJSEP72
PR-
CG-    6 8   8   8
JC- JOURNAL OF CREATIVE BEHAVIOR: 6; 1; 1-10
DE- CREATIVE ACTIVITIES
DE- CREATIVE EXPRESSION
DE- CURRICULUM
DE- DISADVANTAGED YOUTH
DE- MODELS
DE- PROBLEM SOLVING
DE- PROGRAM EVALUATION
DE- TRAINING TECHNIQUES
DE- WORKSHOPS
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ED- EJ055195
YR- 72
CH- AA512284
AU- THOMAS, LAWRENCE G.
TI- PHILOSOPHICAL REDIRECTION OF EDUCATIONAL RESEARCH: A MODEL FOR
    MAKING AND TESTING VALUE JUDGMENTS
PD- 72
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FD- EJ054526
YR- 72
CH- AA512172
AU- WEBSTER, WILLIAM J.
AU- EICHELBERGER, R. TONY
TI- A USE OF THE REGRESSION MODEL IN EDUCATIONAL EVALUATION
PD- SPR 72
IS- CIJJUL72
PR-
CG-    6 &   &   &
JC- JOURNAL OF EXPERIMENTAL EDUCATION; 40; 3; 91-6
DE- DECISION MAKING
DE- EVALUATION METHODS
DE- EVALUATION TECHNIQUES
DE- MODELS
DE- MULTIPLE REGRESSION ANALYSIS
DE- PROGRAM EVALUATION
IS- CIJJUL72
PR-
CG-    6 &   &   &
JC- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION YEARBOOK; 71 PT1; 23
DE- CONFLICT
DE- CULTURAL CONTEXT
DE- EDUCATIONAL DIAGNOSIS
DE- EDUCATIONAL POLICY
DE- EDUCATIONAL RESEARCH
DE- MODELS
DE- PROBLEM SOLVING
DE- SOCIAL SCIENCES
DE- VALUES
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ED- ED061653
YR- 71
CH- EA004274
AU- EVANS, ROBERT G., JR.
AU- BROWN, WILLIAM, JR.
TI- DEVELOPMENT OF A MODEL RESEARCH DISSEMINATION SYSTEM FOR STATE EDUCATIONAL AGENCIES. FINAL REPORT.
PD- SEP 71
IS- RIEAUG72
IC- BBB06193
IN- NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. DIV. OF RESEARCH.
SC- BBB02778
SN- NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE), WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$9.87
CG- OEG-0-70-4323
BN- BR-0-0715

NO- 224P.
DE- DECISION MAKING
DE- EDUCATIONAL RESEARCH
DE- EVALUATION
DE- INFORMATION DISSEMINATION
DE- INFORMATION NEEDS
DE- INFORMATION NETWORKS
DE- INFORMATION RETRIEVAL
DE- INFORMATION SERVICES
DE- INFORMATION SYSTEMS
DE- MODELS
DE- PILOT PROJECTS
DE- PROGRAM DEVELOPMENT
DE- RESEARCH
DE- STATE DEPARTMENTS OF EDUCATION
AB- A 1971 PILOT PROJECT WAS CONDUCTED IN NORTH CAROLINA TO PROMOTE MORE EFFECTIVE UTILIZATION OF RESEARCH AND DEVELOPMENT ACTIVITIES AT BOTH STATE AND LOCAL LEVELS. THE PROJECT PROVIDED RESEARCH INFORMATION ON STRUCTURE AND TECHNIQUES IN NEW PROGRAMS TO EDUCATIONAL PROGRAM DECISIONMAKERS PRIOR TO THE TIME FOR DECISIONS TO BE MADE ON THEIR OWN NEW PROJECTS. THE PROJECT'S MODEL RESEARCH DISSEMINATION SYSTEM INCLUDED THREE COMPONENTS: (1) INTENSIVE FIELD SERVICES TO FIVE SATELLITE CENTERS, IN AREAS REPRESENTATIVE OF LOCAL EDUCATIONAL AGENCIES, THAT DEVELOPED AWARENESS, INTEREST, AND COMPETENCY IN RESEARCH UTILIZATION; (2) THE RESEARCH AND INFORMATION CENTER WHICH SOLICITED, RECEIVED, AND SERVICED INFORMATION REQUESTS; AND (3) A COMPUTERIZED RETRIEVAL SYSTEM THAT PROVIDED SPEEDY SEARCHES OF THE ERIC RIE AND CIJE FILES. APPENDIXES PRESENT SAMPLE PRODUCTS DEVELOPED DURING THE COURSE OF THE PROJECT. (PAGES 61-77 HAVE BEEN REMOVED IN THE ABSENCE OF REPRODUCTION RIGHTS.) (AUTHOR/RA)

ED- ED061635
YR- 71
CH- EA004240
AU- FOLK, MICHAEL
TI- A CRITICAL LOOK AT THE CROSS IMPACT MATRIX METHOD. A RESEARCH REPORT.
PD- AUG 71
IS- RIEAUG72
IC- BBB04585
IN- SYRACUSE UNIV. RESEARCH CORP., N.Y. EDUCATIONAL POLICY RESEARCH CENTER.
SC- BBB02778
SN- NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE), WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-1-7-070996-4253
BN- BR-7-0996
AV- SYRACUSE UNIVERSITY RESEARCH CORPORATION, MERRILL LANE, UNIVERSITY HEIGHTS, SYRACUSE, NEW YORK 13210
NO- 59P.
DE- DECISION MAKING
DE- EDUCATIONAL POLICY

DE- MATHEMATICAL MODELS
DE- PLANNING
DE- POLICY FORMATION
DE- PREDICTION
DE- PUBLIC POLICY
DE- RESEARCH METHODOLOGY
DE- RESEARCH TOOLS
DE- SIMULATION
AB- THIS PAPER EXPLAINS SOME OF THE PROBLEMS WITH, AND THEIR IMPORTANCE TO THE APPLICATION OF, THE CROSS-IMPACT MATRIX (CIM). THE CIM IS A RESEARCH METHOD DESIGNED TO SERVE AS A HEURISTIC DEVICE TO ENHANCE A PERSON'S ABILITY TO THINK ABOUT THE FUTURE AND AS AN ANALYTICAL DEVICE TO BE USED BY PLANNERS TO HELP IN ACTUALLY FORECASTING FUTURE OCCURRENCES. THE AUTHOR MAKES NO JUDGMENT ABOUT CIM'S USEFULNESS AS A HEURISTIC DEVICE; BUT HE DOES FAULT IT AS AN ANALYTICAL METHODOLOGY. HE PARTITIONS THE ANALYTICAL PROBLEMS INTO TWO CATEGORIES: (1) THEORETICAL -- INCLUDING QUESTIONS ABOUT UNDERLYING ASSUMPTIONS OF THE MODEL, THE MEANING OF INPUTS, THE ABILITY OF EXPERTS TO PERCEIVE ACCURATELY, AND THE ABILITY OF MATHEMATICS TO HANDLE THE INPUTS; AND (2) PRACTICAL -- INCLUDING INVALID MATHEMATICAL FORMULAE AND QUESTIONABLE USE OF SIMULATION TECHNIQUES. RELATED DOCUMENTS ARE EA 004 239 AND EA 004 241. (AUTHOR/RA)

ED- ED061414
YR- 71
CH- VT014647
AU- RATHBUN, DONALD L., ED.
AU- BURWELL, ANNE, ED.
TI- MANPOWER RESEARCH VISIBILITY.
PD- DEC 71
IS- RIEJUL72
IC- EGK02625
IN- AMERICAN VOCATIONAL ASSOCIATION, WASHINGTON, D.C.
SC- BBB06018
SN- MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C. OFFICE OF RESEARCH AND DEVELOPMENT.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-3-7-000158-2037
NO- 16P.
DE- BIBLIOGRAPHIES
DE- CAREER PLANNING
DE- DECISION MAKING
DE- EMPLOYMENT PROJECTIONS
DE- FOOD SERVICE INDUSTRY
DE- HUMAN RESOURCES
DE- JOB PLACEMENT
DE- JOB TRAINING
DE- MANPOWER DEVELOPMENT
DE- MANPOWER NEEDS
DE- MODELS
DE- OPTOMETRISTS
DE- PROGRAM DEVELOPMENT
DE- RESEARCH

DE- RESEARCH REVIEWS (PUBLICATIONS)
DE- SUBPROFESSIONALS
DE- VOCATIONAL EDUCATION
ID- OCCUPATIONAL TRAINING INFORMATION SYSTEM
ID- OTIS
AB- THESE FOUR RESEARCH REVIEWS SHOULD BE USEFUL TO EDUCATORS CONCERNED WITH DEVELOPING AND IMPROVING VOCATIONAL EDUCATION PROGRAMS. REVIEWS INCLUDE: (1) "OCCUPATIONAL TRAINING INFORMATION SYSTEM" (OTIS) WHICH IS CONCERNED WITH A DECISION MAKING MODEL FOR STATE AND LOCAL PROGRAMS AND WITH RESPONSIVE VOCATIONAL AND TECHNICAL EDUCATION, (2) "CAREER LADDERS IN THE FOODSERVICE INDUSTRY," INCLUDING WHAT ONE INDUSTRY CAN DO TO CUT DOWN ON EXCESSIVE AND COSTLY TURNOVER, PROVIDE BETTER SERVICE, AND MORE FULLY HOLD AND UTILIZE ITS PERSONNEL. (3) "THE HEART REPORT--A HOUSEHOLD EMPLOYMENT TRAINING, COUNSELING, JOB DEVELOPMENT AND PLACEMENT PROGRAM," AND (4) "A NATIONAL STUDY OF ASSISTING MANPOWER IN OPTOMETRY," INCLUDING AN INVESTIGATION OF JOB AVAILABILITY, DUTIES, EDUCATION, AND TRAINING OF ANCILLARY OPTOMETRIC PERSONNEL AND THE FORECASTING OF THE DEMAND FOR SUCH EMPLOYEES. A BIBLIOGRAPHY OF ADDITIONAL STUDIES AND ORDERING INFORMATION FOR CITED MATERIALS ARE INCLUDED. (JS)

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ED- ED061298
YR- 71
CH- TM001321
AU- STUFFLEBEAM, DANIEL L.
AU- AND OTHERS
TI- DESIGN FOR EVALUATING R&D INSTITUTIONS AND PROGRAMS.
PD- 31 AUG 71
IS- RIEJUL72
IC- RUF67425
IN- OHIO STATE UNIV., COLUMBUS. RESEARCH FOUNDATION.
SC- BBB02778
SN- NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE),
    WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$6.58
CG- OEG-0-71-4588
BN- BR-1-0857
NO- 194P.
DE- DECISION MAKING
DE- EVALUATION CRITERIA
DE- FLOW CHARTS
DE- MEASUREMENT INSTRUMENTS
DE- MODELS
DE- ORGANIZATION
DE- PROGRAM EVALUATION
DE- PROGRAM PROPOSALS
DE- PROJECT APPLICATIONS
DE- SYSTEMS APPROACH
DE- SYSTEMS DEVELOPMENT
AB- THIS REPORT SUBMITTED BY ADVOCATE TEAM NO. 1 TO THE U.S. OFFICE OF
    EDUCATION, DIVISION OF RESEARCH AND DEVELOPMENT RESOURCES (FORMERLY
    DIVISION OF MANPOWER AND INSTITUTIONS) PRESENTS A PROPOSED
    EVALUATION SYSTEM FOR R&D INSTITUTIONS AND PROGRAMS. IT INCLUDES:

    (1) AN ORGANIZATIONAL FRAMEWORK WITHIN WHICH THE EVALUATION SYSTEM
    COULD FUNCTION; (2) PROCEDURES TO BE FOLLOWED IN IMPLEMENTING THE
    EVALUATION SYSTEM; AND (3) A SET OF CRITERIA AND RELATED GUIDELINES
    FOR USE IN APPLYING THE PROPOSED EVALUATION APPROACH. (AUTHOR/MS)
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ED- ED060970
YR- 69
CH- RC003748
TI- SYSTEM ANALYSIS, PROGRAM DEVELOPMENT, AND COST-EFFECTIVENESS MODELING OF INDIAN EDUCATION FOR THE BUREAU OF INDIAN AFFAIRS. VOLUME I, SUMMARY AND RECOMMENDATIONS.
PD- [69]
IS- RIEJUL72
IC- MGG00100
IN- ABT ASSOCIATES, INC. CAMBRIDGE, MASS.
SC- FGK08380
SN- BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-0-8-080772-4493(
NO- 77P.
DE- AMERICAN INDIANS
DE- COST EFFECTIVENESS
DE- EDUCATIONAL OBJECTIVES
DE- EDUCATIONAL PROGRAMS
DE- MODELS
DE- PROBLEM SOLVING
DE- PROGRAM DEVELOPMENT
DE- RESEARCH METHODOLOGY
DE- SYSTEMS ANALYSIS
ID- BUREAU OF INDIAN AFFAIRS
AB- THE OBJECTIVES OF THIS PROJECT TO INCREASE THE EFFECTIVENESS AND EFFICIENCY OF AMERICAN INDIAN EDUCATION THROUGH THE BUREAU OF INDIAN AFFAIRS (BIA) WERE (1) A SYSTEM ANALYSIS OF THE BIA SCHOOLS TO IDENTIFY EDUCATIONAL GOALS AND OBJECTIVES AND THE CRITICAL FACTORS CONTRIBUTING TO OR IMPEDING EEDUCATIONAL EFFECTIVENESS IN ACHIEVING THE GOALS; (2) FORMULATION OF ALTERNATIVE PROGRAMS RESPONSIVE TO THE EDUCATIONAL GOALS AND OBJECTIVES, TAKING INTO ACCOUNT THE CRITICAL FACTORS PREVIOUSLY IDENTIFIED; AND (3) DEVELOPMENT OF COST-EFFECTIVENESS MODELS FOR ESTIMATING THE PROBABLE IMPACTS AND RELATIVE EFFICIENCIES OF ALTERNATIVE PROGRAMS FOR RATIONAL PLANNING AND BUDGETING. GOALS AND OBJECTIVES WERE IDENTIFIED BY A PROCESS OF INTERVIEWS AND PROJECTIVE EXERCISES WITH EDUCATIONAL CHANGE AGENTS IN THE BIA EDUCATION SYSTEM. ACTUAL OPERATIONS WERE OBSERVED IN 30 BIA SCHOOLS ON 6 RESERVATIONS AND IN ALASKA AND OKLAHOMA. SOME 150 PROGRAMS WERE FORMULATED TO SATISFY SEVERAL DEGREES OF BUDGET CONSTRAINT. TWELVE DISTRICT MODELS WERE DESIGNED TO DEAL WITH SPECIFIC SCHOOL SYSTEM PLANNING, SCHOOL MANAGEMENT, AND INSTRUCTIONAL PROBLEMS. THE DOCUMENT CONTAINS OBJECTIVES, METHODS, AND RESULTS OF THE PROJECT; A DISCUSSION OF GOALS OF INDIAN EDUCATION; A SUMMARY OF PROGRAMS DEVELOPED TO RESPOND TO THE GOALS OF INDIAN EDUCATION AND ITS PROBLEMS; NARRATIVE SKETCHES OF THE MODELS THAT WERE DESIGNED; AND A DISCUSSION OF THE PROCESSES OF CHANGE AND IMPLEMENTATION. RELATED DOCUMENTS ARE ED 032 991 THROUGH ED 032 994. (JH)

ED- ED059447
YR- 71
CH- AC012308
AU- MCKEE, JOHN M.
TI- MATERIALS AND TECHNOLOGY OF ADULT BASIC EDUCATION FOR CORRECTIONS.
PD- FEB 71
IS- RIEJUN72
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-3-70-0012(010)
ND- 12P.; FOR PRESENTATION AT THE REGIONAL SEMINAR ON DELIVERY SYSTEMS OF ADULT BASIC EDUCATION IN CORRECTIONS (FEB. 8, 1971, ATHENS, GEORGIA)
DE- ADULT BASIC EDUCATION
DE- BEHAVIORAL OBJECTIVES
DE- CORRECTIONAL EDUCATION
DE- EDUCATIONAL PROBLEMS
DE- EVALUATION TECHNIQUES
DE- FEEDBACK
DE- INDIVIDUALIZED INSTRUCTION
DE- INSTRUCTIONAL MATERIALS
DE- LEARNING PROCESSES
DE- MODELS
DE- OPERANT CONDITIONING
DE- PROBLEM SOLVING
DE- PROGRAMED INSTRUCTION
DE- STANDARDS
DE- STUDENT PARTICIPATION
DE- TECHNOLOGY
DE- TIME FACTORS (LEARNING)
ID- ALABAMA
ID- DRAPER MODEL
AB- THE PROBLEM OF WHAT SET OF INSTRUCTIONAL MATERIALS AND EQUIPMENT AND ENTIRE INSTRUCTIONAL SYSTEMS TO USE IS PRESENTED, WITH SPECIFIC REFERENCE TO THE AREA OF CORRECTIONAL ADULT BASIC EDUCATION (ABE). IN SETTING UP AN ABE PROGRAM, THE INITIAL ORDER OF BUSINESS IS TO CONSTRUCT A VIABLE MODEL, ONE THAT INSURES THAT RAPID AND SIGNIFICANT LEARNING WILL OCCUR FOR THOSE PARTICIPATING IN THE PROGRAM. OPERANT PSYCHOLOGY HAS PROVIDED MANY PRACTICAL APPLICATIONS TO THE PROBLEMS OF EDUCATION. PROGRAMMED INSTRUCTION (IPI) IS AN EXAMPLE OF SUCH AN APPLICATION. SEVERAL ESSENTIAL CRITERIA BY WHICH THE EDUCATOR CAN DESIGN AND EVALUATE LEARNING MATERIAL ARE: (1) EXPLICIT BEHAVIORAL OBJECTIVES SHOULD BE SET FORTH IN A MANNER WHICH LENDS THEM TO MEASUREMENT; (2) VALIDATION DATA SHOULD BE PROVIDED BY THE PUBLISHER OF THE MATERIALS; (3) TRAINEE-ORIENTED INSTRUCTIONAL INCREMENTS ARE A DESIRABLE CHARACTERISTIC OF INSTRUCTIONAL MATERIALS; (4) ACTIVE STUDENT PARTICIPATION IS ANOTHER DESIRABLE CHARACTERISTIC OF AN INSTRUCTIONAL PRODUCT; AND (5) INSTRUCTIONAL MATERIALS SHOULD PROVIDE THE STUDENT WITH IMMEDIATE FEEDBACK OF HIS LEARNING PROGRESS. AN ADVANCED MODEL OF IPI FOR ABE IS IN OPERATION AT DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA. IT IS CONCLUDED THAT FOR EFFICIENCY OF LEARNING, ABE MATERIALS SHOULD BE PROGRAMMED IN SEQUENCE, MODULARIZED, AND PRESENTED IN A MANNER THAT PERMITS FREQUENT FEEDBACK OF THE LEARNER'S PROGRESS. (CK)

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ED- ED058292
YR- 70
CH- TM001007
AU- WALLACE, RICHARD C., JR.
AU- SHAVELSON, RICHARD J.
TI- A SYSTEMS ANALYTIC APPROACH TO EVALUATION: A HEURISTIC MODEL AND ITS
    APPLICATION.
PD- JAN 70
IS- RIEAPR72
IC- GZW23475
IN- EASTERN REGIONAL INST. FOR EDUCATION, SYRACUSE, N.Y.
SC- RMQ66000
SN- OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEC-0-70-4892
NO- 53P.
DE- DECISION MAKING
DE- EDUCATIONAL ACCOUNTABILITY
DE- EDUCATIONAL IMPROVEMENT
DE- EDUCATIONAL NEEDS
DE- EVALUATION TECHNIQUES
DE- FEEDBACK
DE- FORMATIVE EVALUATION
DE- MODELS
DE- PROGRAM EVALUATION
DE- RESEARCH METHODOLOGY
DE- SUMMATIVE EVALUATION
DE- SYSTEMS ANALYSIS
DE- SYSTEMS APPROACH
DE- SYSTEMS CONCEPTS
AB- THE PURPOSE OF THIS ARTICLE IS TO DEMONSTRATE THE CAPABILITIES AND
    LIMITATIONS OF SYSTEMS ANALYSIS AS APPLIED TO THE DEVELOPMENT OF A
    PROGRAM EVALUATION PLAN. A BRIEF REVIEW OF SELECTED CONCEPTS IN
    EVALUATION THEORY (LEE J. CRONBACH; MICHAEL SCRIVEN; ROBERT STAKE;
    DANIEL STUFFLEBEAM), A DESCRIPTION OF GENERAL SYSTEMS THEORY, THE
    DEVELOPMENT OF A GENERAL MODEL FOR EDUCATIONAL EVALUATION, AND THE
    APPLICATION OF THIS GENERAL MODEL TO A PROPOSED EVALUATION PLAN FOR
    A REGIONAL EDUCATIONAL LABORATORY, THE EASTERN REGIONAL INSTITUTE
    FOR EDUCATION (ERIE), IS PRESENTED. (AUTHOR/CK)
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ED- ED057961
YR- 69
CH- RC005840
AU- HAUSKEN, CHESTER A.
TI- THE PROBLEM OF CONVERGENCE AND COMMITMENT IN MULTIGROUP EVALUATION PLANNING.
PD- FEB 69
IS- RIEAPR72
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-9-70-0054(057)
NO- 13P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING, LOS ANGELES, CALIFORNIA, FEBRUARY 1969
DE- EVALUATION
DE- INNOVATION
DE- INTERAGENCY COORDINATION
DE- MODELS
DE- PROBLEM SOLVING
DE- PROGRAM DEVELOPMENT
DE- PROGRAM PLANNING
DE- RURAL EDUCATION
DE- SMALL SCHOOLS
DE- SYSTEMS APPROACH

AB- THIS PAPER OUTLINES A MODEL FOR MULTIGROUP EVALUATION PLANNING IN A RURAL-EDUCATION SETTING WHEREIN THE COMMITMENT TO THE STRUCTURE NECESSARY TO EVALUATE A PROGRAM IS NEEDED ON THE PART OF A RESEARCH AND DEVELOPMENT LABORATORY, THE STATE DEPARTMENTS OF EDUCATION, COUNTY SUPERVISORS, AND THE RURAL SCHOOLS. TO BRIDGE THE GAP BETWEEN BASIC RESEARCH, DEVELOPMENT, AND DISSEMINATION AND DIFFUSION IN SUCH A SETTING, A CONTINUAL 4-CYCLE EVALUATION PROCESS IS SET FORTH (SUCH AS HAS BEEN USED WITH THE SMALL SCHOOLS PROGRAM OF THE DEVELOPMENT DIVISION IN THE NORTHWEST REGIONAL EDUCATIONAL LABORATORY). IN ADDITION, TO THE NARRATIVE IN THE DOCUMENT, CHART I CONTAINS THE RESEARCH AND DEVELOPMENT CONTINUUM IN TERMS OF 9 PHASES: RESEARCH, SCANNING, INVENTION, PROTOTYPE, ADAPTION, FIELD TEST, REDESIGN, DIFFUSION, AND ADOPTION; CHART II ILLUSTRATES THE 4-CYCLE ASSESSMENT PROCEDURE; CHART III SHOWS THE BASIC DATA FLOW FROM THE FIELD TEST SITES TO THE DEVELOPMENT TEAM; AND CHART IV GIVES THE TIME LINE AND RESPONSIBILITIES FLOW. (MJB)

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ED- ED057462
YR- 71
CH- EA003853
TI- THE COST-ED MODEL: A NEW ECONOMIC TOOL FOR THE SCHOOL ADMINISTRATOR.
PD- [SEP 71]
IS- RIEAPR72
IC- BBB05800
IN- EDUCATION TURNKEY SYSTEMS, INC., WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-0-9-452393-4506
NO- 29P.
DE- COMPUTER ORIENTED PROGRAMS
DE- COST EFFECTIVENESS
DE- DECISION MAKING
DE- EDUCATIONAL ADMINISTRATION
DE- EDUCATIONAL ECONOMICS
DE- MANAGEMENT
DE- MANAGEMENT SYSTEMS
DE- PROGRAM BUDGETING
DE- PROGRAM EVALUATION
DE- SIMULATION
DE- SYSTEMS ANALYSIS
AB- THIS MODEL IS A COMPUTERIZED MATHEMATICAL SIMULATION OF THE MANNER
    IN WHICH EDUCATIONAL DECISIONS AND PATTERNS OF SCHOOL OPERATION
    AFFECT COSTS. THE DESIGN SHOWS HOW TEACHER SALARIES, SCHOOL BUILDING
    DESIGN PARAMETERS, AND DECISIONS REGARDING CLASS SIZE AND
    INSTRUCTIONAL MATERIALS EXPENDITURES CONTRIBUTE TO TOTAL SCHOOL
    COSTS. THE SOPHISTICATED ECONOMIC ANALYSIS PROVIDED BY THE COST-ED
    MODEL IS ESPECIALLY USEFUL IN PROGRAM EVALUATIONS, PROGRAM
    BUDGETING, AND PROGRAM SIMULATIONS. APPENDIXES PRESENT SAMPLE
    COMPUTER REPORTS AND A GLOSSARY OF TERMS. (AUTHOR/RA)
```

```
ED- EJ008621
YR- 69
CH- UD500169
AU- DECKER, MICHAEL
TI- REPRESENTING THE EDUCATIONAL POLICY-MAKING PROCESS: A
    PROBLEM-SOLVING APPROACH
PD- 69 MAY
IS- CIJE1969
PR-
CG-        U     U
JC- EDUC URBAN SOC; 1; 3; 265-287
DE- ADMINISTRATIVE POLICY
DE- EDUCATIONAL POLICY
DE- EDUCATIONAL RESEARCH
DE- INFORMATION PROCESSING
DE- MODELS
DE- POLICY FORMATION
DE- PROBLEM SOLVING
```

```
ED- EJ048000
YR- 71
CH- CG503679
AU- DELBECQ, ANDRE L.
AU- VAN DE VEN, ANDREW H.
TI- A GROUP PROCESS MODEL FOR PROBLEM IDENTIFICATION AND PROGRAM
    PLANNING
PD- SUM 71
IS- CIJE1972
PR-
CG-        U    U
JC- JOURNAL OF APPLIED BEHAVIORAL SCIENCE; 7; 4; 466-492
DE- GROUP DYNAMICS
DE- INNOVATION
DE- MANAGEMENT SYSTEMS
DE- MODELS
DE- PROBLEM SOLVING
DE- PROGRAM DEVELOPMENT
DE- PROGRAM PLANNING
```

```
ED-,EJ029181
YR- 70
CH- SP500496
AU- MCQUIGG, R. BRUCE
TI- SIMULATION--FOCUS ON DECISION MAKING IN SECONDARY EDUCATION
PD- JAN '70
IS- CIJE1971
PR-
CG-        U    U
JC- VIEWPOINTS; 46; 1; 49-183
DE- COURSE CONTENT
DE- DECISION MAKING
DE- EDUCATIONAL INNOVATION
DE- PROGRAM DESCRIPTIONS
DE- PROGRAM EVALUATION
DE- SECONDARY SCHOOL TEACHERS
DE- SIMULATION
DE- TEACHER EDUCATION
DE- TEACHING EXPERIENCE
DE- TEACHING TECHNIQUES
ID- PROJECT INSITE
```

```
ED- EJ029180
YR- 70
CH- SP500495
AU- MARTEN, MILTON
AU- AND OTHERS
TI- SIMULATION--FOCUS ON DECISION MAKING IN ELEMENTARY EDUCATION
PD- JAN '70
IS- CIJE1971
PR-
CG-         U      U
JC- VIEWPOINTS; 46; 1; 1-48, 115-173
DE- COURSE CONTENT
DE- DECISION MAKING
DE- ELEMENTARY EDUCATION
DE- PROGRAM DESCRIPTIONS
DE- PROGRAM EVALUATION
DE- SIMULATION
DE- TEACHER EDUCATION
DE- TEACHING EXPERIENCE
DE- TEACHING TECHNIQUES
ID- PROJECT INSITE
```

```
ED- ED055366
YR- 71
CH- EA003869
AU- BURR, DONALD F.
TI- SIMU-SCHOOL: A TOOL AND PROCESS FOR EDUCATIONAL PLANNING. FINAL
    REPORT.
PD- SEP 71
IS- RIEFEB72
IC- EGK02155
IC- JIM85520
IN- AMERICAN INST. OF ARCHITECTS, WASHINGTON, D.C.; TECHNOMICS, INC.,
    CHICAGO, ILL.
SC- BBB02778
SN- NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE),
    WASHINGTON, D.C.
PR- EDRS PRICE MF-$0.65 HC-$3.29
CG- OEG-X-71-0007(057)
BN- BR-0-I-125(X)
NO- 91P.
DE- ARCHITECTS
DE- COMMUNITY INVOLVEMENT
DE- COMPUTER SCIENCE
DE- DATA BASES
DE- DECISION MAKING
DE- EDUCATIONAL ENVIRONMENT
DE- EDUCATIONAL PLANNING
DE- EDUCATIONAL PROBLEMS
DE- MANAGEMENT INFORMATION SYSTEMS
DE- PLANNING
DE- SIMULATION
DE- TECHNOLOGICAL ADVANCEMENT
ID- SIMU SCHOOL
AB- THE GREATEST CHALLENGE FACING EDUCATION TODAY IS THE NEED TO PLAN
    ADEQUATELY FOR THE FUTURE. EFFECTIVE EDUCATIONAL PLANNING CAN WORK
    ONLY IF ALL ELEMENTS OF THE COMMUNITY ARE INVOLVED IN THE
    DECISIONMAKING PROCESS, THE RELEVANT FACTORS AND VARIABLES IN THE
    EDUCATIONAL ENVIRONMENT ARE CONSIDERED, AND THE NATURE OF THE
    LEARNING/TEACHING PROCESS IN EDUCATION IS UNDERSTOOD. AS PROPOSED,
    SIMU-SCHOOL WOULD USE SIMULATION TECHNIQUES TO RECREATE THE
    EDUCATIONAL PLANNING PROCESS. BY UTILIZING A MANAGEMENT INFORMATION
    SYSTEM AS AN EDUCATIONAL TOOL, SIMU-SCHOOL WOULD CREATE A
    TIME-COMPRESSED SIMULATION OF A SERIES OF PLANNING PROBLEMS. USING
    THIS SIMULATION TECHNIQUE, EDUCATIONAL AND COMMUNITY PLANNERS COULD
    BECOME INVOLVED AND WOULD EXPERIENCE THE RESULTS OF THEIR DECISIONS
    WITHIN A FEW DAYS INSTEAD OF SEVERAL YEARS. (AUTHOR/RA)
```

SESSION NO. 27

DOCUMENTING AND EVALUATING SERVICE ACTIVITIES

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To provide an understanding of the need for service evaluation and a basic knowledge of how to devise appropriate forms and how to keep records that provide useful data.

Upon completion of this module, trainees should:

1. Understand documentation procedures
2. Understand ways of filing records
3. Understand ways documentation can be used for evaluation of services

B. Participants

Trainers: 1 Instructor

Trainees: All

C. Summary of Module Activities

This is a presentation illustrated by hand-outs of record keeping forms. After the initial presentation there is time for discussion.

D. Duration

2 hours

PROJECT COMMUNICATE 27-2 **Request Form A**

Name Elizabeth Blue Date 3/29/72

School McLouth High School District 342

Address McLouth, Ks. 66054
street city zip

Check all terms that apply: Phone 796-3400

☒ teacher ☐ board member ☐ patron ☐ paraprofessional

☐ administrator ☐ KSDE staff ☐ student ☐ non-certified

☐ counselor ☐ other

Describe the topic about which you are seeking information:

A new course in career education for boys including consumer economics and the world of work. Interested in how to obtain and hold a job.

Reason for request:

There is no occupational education in this small rural community.

Which of the following levels apply to your topic? (Check more than one if necessary)

☐ Pre-Primary
☐ Kindergarten
☐ Primary
☐ Intermediate
☐ Elementary
☐ Junior High
☐ Senior High
☒ Secondary
☐ Junior College
☐ College
☐ Graduate
☐ Higher Ed.
☐ Adults
☐ Professional
☐ No Level
☐ Other (Please Define)

SUBMIT ONLY ONE REQUEST PER FORM

Form 50-06-101-1M

PROJECT COMMUNICATE 27-3 **Request Form** B

Name Elizabeth Blue (7-26) Date 3/29/72

School McLouth High School District 342 (29-31)

Address McLouth, Kansas 66054
street city zip

Check all terms that apply: (27) Phone 796-3400

(X) teacher ( ) board member ( ) patron ( ) paraprofessional

( ) administrator ( ) KSDE staff ( ) student ( ) non-certified

( ) counselor ( ) other

Describe the topic about which you are seeking information:

A new course in career education for boys--including consumer economics and the world of work. Interested in how to obtain and hold a job.

Secondary level --9-12

Reason for request:

There is no occupational education in this small rural community.

Follow-up comments

Field Consultant Angell

125-H

(1-6)

(28)

(32)

(35)

(36)

(78)

720075

(33-3

date received 3/30/72

date requested

date filled 4/17/72

Descriptors: (38-77)

CAREER EDUCATION

JOB APPLICATION

Sources:

Computer

Form 50-06-100-1M

PROJECT COMMUNICATE

27-4

Request Form C

Name Elizabeth Blue (7-26)

Date 3/29/72

School McLouth High School

District 342 (29-31)

Address McLouth, Kansas 66054
street city zip

Check all terms that apply: (27)

Phone 796-3400

(X) teacher ( ) board member ( ) patron ( ) paraprofessional

( ) administrator ( ) KSDE staff ( ) student ( ) non-certified

( ) counselor ( ) other

Describe the topic about which you are seeking information:

A new course in career education for boys--including consumer economics and the world of work. Interested in how to obtain and hold a job.

Secondary level --9-12

Reason for request:

There is no occupational education in this small rural community.

Follow-up comments

4/21/72 delivered 5/2/72 MF ordered
5/16/72 delivered MF & reader 5/26/72 picked up reader
10/11/72 delivered Employment Security Information
1/22/73 ED 058 447 delivered 2/8/73 delivered PREP-32

The Boys' Career Education Course was adopted for the 72-73 school year.

K-VIEW occupations project and microfiche reader and reader-printer were obtained by the district. Angell coordinated the district effort to obtain matching funds for this equipment thru Vocational Education.

Angell suggested a field trip to the Kansas Employment Service and delivered employment service brochures and job bank microfiche.

Angell suggested the district purchase a 45x lens for the reader and subsequently job bank microfiche and K-VIEW are used daily with students in individualized portions of the career education course.

Field Consultant Angell

123-H

(28)
(32)
(35)
(36)
(78)

720075

(33-

date received 3/30/7

date requested

date filled 4/17/7

Descriptors: (38-77)

CAREER EDUCATION

JOB APPLICATION

Sources:

Computer

PREP #32

Form 50-06-100-1M

PROJECT COMMUNICATE

27-5

Request Form D

(1-6) 720075 (33-

(28)
(32) 4
(35) 2
(36) 5
(78) 11

Name Elizabeth Blue (7-26)

Date 3/29/72

School McLouth High School

District 342 (29-31)

Address street McLouth, Kansas city 66054 zip

Check all terms that apply: (27)

Phone 796-3400

(X) teacher ( ) board member ( ) patron ( ) paraprofessional

( ) administrator ( ) KSDE staff ( ) student ( ) non-certified

( ) counselor ( ) other

date received 3/30/72

date requested

date filled 4/17/72

Descriptors: (38-77)

CAREER EDUCATION

JOB APPLICATION

Describe the topic about which you are seeking information:

A new course in career education for boys--including consumer economics and the world of work. Interested in how to obtain and hold a job.

Secondary level --9-12

Reason for request:

There is no occupational education in this small rural community.

Follow-up comments

4/21/72 delivered 5/2/72 MF ordered
5/16/72 delivered MF & reader 5/26/72 picked up reader
10/11/72 delivered Employment Security Information
1/22/73 ED 058 447 delivered 2/8/73 delivered PREP-32

The Boys' Career Education Course was adopted for the 72-73 school year.

K-VIEW occupations project and microfiche reader and reader-printer were obtained by the district. Angell coordinated the district effort to obtain matching funds for this equipment thru Vocational Education.

Angell suggested a field trip to the Kansas Employment Service and delivered employment service brochures and job bank microfiche.

Angell suggested the district purchase a 45x lens for the reader and subsequently job bank microfiche and K-VIEW are used daily with students in individualized portions of the career education course.

Sources:

Computer

PREP #32

Field Consultant Angell

125-H

Form 50-06-100-1M

PROJECT COMMUNICATE

Request Form E

27-6

Name Elizabeth Blue (7–26) Date 3/29/72

School McLouth High School District 342 (29–31)

Address ____ (street) McLouth, Kansas (city) 66054 (zip)

Check all terms that apply: (27) Phone 796-3400

(X) teacher ( ) board member ( ) patron ( ) paraprofessional

( ) administrator. ( ) KSDE staff ( ) student ( ) non-certified

( ) counselor ( ) other

Describe the topic about which you are seeking information:

A new course in career education for boys--including consumer economics and the world of work. Interested in how to obtain and hold a job.

Secondary level --9-12

Reason for request:

There is no occupational education in this small rural community.

Follow-up comments

(Career education.OR.
Career planning.OR.
careers.OR.
occupational guidance.OR.
occupations.OR.
occupational information.OR.
job application.OR.
job applicants)
.AND.
(Secondary grades.OR.
Secondary education.OR.
Secondary schools.OR.
Secondary school students.OR.
High Schools.OR.
High School STUDENTS)#

(28)
(32)
(35)
(36)
(78)

720075
(33

date received 3/30/72

date requested

date filled 4/17/7

Descriptors: (38–77)

CAREER EDUCATION

JOB APPLICATIO

Sources:

Computer

Field Consultant Angell

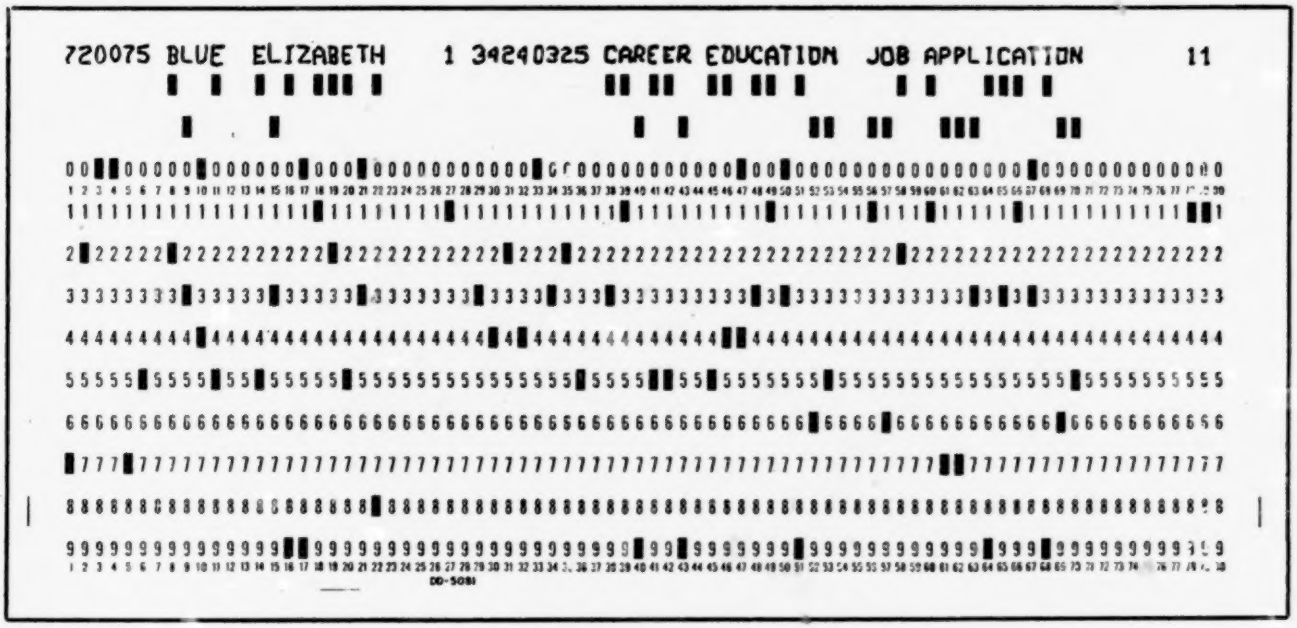
125-H

Form 50-06-100-1M

SAMPLE LOG SHEET 27-7

3

ACCESSION NUMBER	NEGOTIATED	DESCRIPTORS	SEARCH TYPE	SEARCH INITIATED	SEARCH COMPLETE	KEY PUNCH	PKG. TO FIELD AGT.	DOCUMENTS REQUESTED	DOCUMENTS RECEIVED	FINAL PACKAGE	Eval
720055	3/[illegible]	3/24	M/CB	3/24	4/17						
720056	[illegible]	3/24	M/CB	3/24	4/17						
720057	3/[illegible]	3/24	M/CB	3/[illegible]	4/17						
720058	[illegible]	3/24	M/CB	3/24	4/17						
720059	3/[illegible]	3/24	M/CB	3/24	4/6						
720060	3/[illegible]	3/24	M/CB	3/24							
720061	3/[illegible]	3/24	M/CB	3/24	4/6						
720062	3/[illegible]	3/24	M/CB	3/24	4/7						
720063	3/29	3/29	CB	3/29	5/25						
720064	3/29	3/30	M/CB	3/30	5						5/3
720065	3/29	3/30	M/CB	3/30	5/1						
720066	3/29	3/30	M/CB	3/30	4/25						
720067	3/30	3/31	M/CB	3/31	4/7						
720068	3/30		local		—						
720069	3/30	3/31	M/CB	3/31	4/17						
720070	3/30	3/31	M/CB	3/31	4/24						
720071	3/30	3/31	M/CB	3/31	4/25						
720072	3/30	3/31	M/CB	3/31	4/17						
720073	3/30	3/31	M/CB	3/31	4/17						
720074	3/30	3/31	M/CB	3/31	4/17						
720075	3/30	3/31	M/CB	3/31	4/17						
720076	3/30	3/31	M/CB	3/31	4/17						
720077	3/30	3/31	M/CB	3/31	4/25						
720078	3/30	3/31	M/CB	3/31	4/17						
720079	3/30	3/31	M/CB	3/31	4/17						
720080	3/30	3/31	M/CB	3/31	4/17						
720081	3/30	3/31	M/CB	3/31	4/7						



720075 BLUE ELIZABETH 1 34240325 CAREER EDUCATION JOB APPLICATION 11

PROJECT COMMUNICATE

DOCUMENT REQUEST FORM name ______________________________

Should you desire a document, please list the number found in the upper left hand corner of the abstract.

ED ___ ___	ED ___ ___	ED ___ ___
ED ___ ___	ED ___ ___	ED ___ ___
ED ___ ___	ED ___ ___	ED ___ ___
ED ___ ___	ED ___ ___	ED ___ ___
ED ___ ___	ED ___ ___	ED ___ ___

Should you desire a journal article, please list the number found beside each bibliographic entry

EJ ___ ___	EJ ___ ___	EJ ___ ___
EJ ___ ___	EJ ___ ___	EJ ___ ___
EJ ___ ___	EJ ___ ___	EJ ___ ___
EJ ___ ___	EJ ___ ___	EJ ___ ___
EJ ___ ___	EJ ___ ___	EJ ___ ___

PLEASE RETURN ALL COPIES TO PROJECT COMMUNICATE OFFICE

27-10

EVALUATION FORM

720075

Title Career Education

Name Elizabeth Blue

School McSouth

How well did the material fulfill your request for information?

___ excellent
___ very good
X good
___ fair
___ poor

comments -

How will this information be utilized?

X classroom units
X curricular revision
___ administrative decision making
___ professional growth
___ other

comments -

How many other people have used this information?

0

When do you plan to use the information obtained from this search?

X have already used the information
___ in the near future
___ in 3 months
___ months
___ do not plan to use

comments -

5 ORDER
2 COMPLEXITY
2 LAIN
2 SYSTEM
11 TOTAL

Planning, Research and Evaluation
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612

Form 05-02-100

SESSION NO. 28

REVIEW AND EVALUATION

I. SUMMARY DESCRIPTION OF MODULE

A. Objective

To review the major training activities and relate them to each other and to the work experience of trainees.

To allow trainees to self-assess their achievement in knowledge and skills areas.

To evaluate the effectiveness of the training modules.

B. Participants

Trainers: All

Trainees: All

C. Summary of Module Activities

The self-assessment and module evaluation forms are completed first. These provide part of the stimulus for follow-on discussion of the week's activities. Finally, the trainer initiates a discussion of continuing inservice training needs and how these needs can be met.

D. Duration

Two hours

NAME:

EDUCATIONAL DISSEMINATION PERSONNEL TRAINING

Self-Assessment of Knowledge and Skills
Form for Project Managers

PART I: KNOWLEDGE/UNDERSTANDING. For each topic below, please assess your present knowledge or understanding by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Major functions of an educational information service center or project	LITTLE	SOME	MUCH
Variations in resources and functions that can be found among centers and projects	LITTLE	SOME	MUCH
Kinds of materials that should be found in a center's basic reference collection	LITTLE	SOME	MUCH
Kinds of materials that might be found in a center's fugitive collection	LITTLE	SOME	MUCH
Basic elements of a search request form	--------------------		
Considerations involved in packaging materials for delivery to client	--------------------		
Role of a center or project manager	LITTLE	SOME	MUCH
Relationship between the retrieval process and other center functions	LITTLE	SOME	MUCH
Costs and performance characteristics of "batch" versus "on-line" computer retrieval	LITTLE	SOME	MUCH
Field agents' requirements in office space, equipment, and materials	LITTLE	SOME	MUCH
Variety of functions performed and situations encountered by field agents	LITTLE	SOME	MUCH

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:
Format and structure of the Thesaurus of ERIC Descriptors	--------------------
Kinds of monthly activity data needed for evaluation of an information service	LITTLE SOME MUCH
Microform equipment requirements of an educational information service	LITTLE SOME MUCH
Process of communicating search results to a client	--------------------
Field agents' strategies in making initial contacts with different client groups	LITTLE SOME MUCH
Criteria for selecting a microfiche reader-printer for use by retrieval staff	LITTLE SOME MUCH
Criteria for selecting a microfiche reader as a "loaner" for clients	LITTLE SOME MUCH
Specific occasions for drawing on human resources (e.g., consultants) rather than print resources	LITTLE SOME MUCH
Advantages and disadvantages of establishing your own computer retrieval capability, versus contracting services from elsewhere	LITTLE SOME MUCH
Different role stresses and morale problems of retrieval staff and field agents	LITTLE SOME MUCH
Types of records that should be maintained by a field agent in his office	LITTLE SOME MUCH
Methods for computing cost per search, cost per fulfilled request, etc.	LITTLE SOME MUCH
Key considerations in interviewing clients in the query negotiation process	--------------------
Published materials, other than ERIC, that are useful in fulfilling requests	LITTLE SOME MUCH
Procedures for following up a fulfilled request to determine client's further needs	--------------------

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:
Major categories of educational innovations	LITTLE SOME MUCH
The "most promising" educational innovations now being introduced in the schools	LITTLE SOME MUCH
Major events in the development of educational research & development since the late 1950's	LITTLE SOME MUCH
Major events in the development of the federally coordinated educational dissemination system	LITTLE SOME MUCH
Sites where significant educational research & development is now taking place	LITTLE SOME MUCH
The forms of "educational R&D knowledge" when it enters the dissemination system	LITTLE SOME MUCH
Major shifts in federal policy relative to educational dissemination systems and support in the past two years	LITTLE SOME MUCH
Channels from which local educators normally get most of their educational information	--------------------
The different strengths or advantages of each of these channels	--------------------
The different cognitive phases or task phases that clients may be in when they request information	--------------------
Research & development being conducted on improved educational dissemination per se	LITTLE SOME MUCH
Research & development being conducted on the process of educational change per se	LITTLE SOME MUCH
Mechanisms thought to bring about educational change	LITTLE SOME MUCH
The "funding picture" for educational R&D and for experimental programs in the schools	LITTLE SOME MUCH

PART II: SKILLS. For each skill area below, please assess your present ability to perform the skill by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:
Selling yourself and your services to school personnel	--------------------
Planning and establishing a field office	--------------------
Conducting a query negotiation interview	--------------------
Formulating a search using Boolean logic	--------------------
Conducting manual searches of Research in Education and Current Index to Journals in Education	--------------------
Conducting a search of non-ERIC materials	--------------------
Conducting an "all-out" search of available resources	--------------------
Using the ERIC Thesaurus to select terms for a search	--------------------
Creating a file of human resources cross-indexed by special knowledge/skills	--------------------
Bringing human resources into a useful relationship with clients	--------------------
Assessing information needs of groups of clients in a practical and efficient way	--------------------
Describing to your state superintendent (or similar person) at least three distinct models for establishing an educational information service with broad coverage	LITTLE SOME MUCH
Explaining to your state superintendent (or similar person) the outside funding prospects, both short-term and long-term, for an educational information service	LITTLE SOME MUCH

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:		
"Mapping" the knowledge resources available in and around a school district	--------------------		
Maintaining rapport and productive working relationships among center/project staff	LITTLE	SOME	MUCH
Recruiting and screening new staff for retrieval or field agent roles	LITTLE	SOME	MUCH
Establishing record systems to provide evaluation data on a regular basis	LITTLE	SOME	MUCH
Documenting all aspects of an information service operation for the benefit of outsiders and new employees	LITTLE	SOME	MUCH
Locating information about specific innovations that clients express interest in	--------------------		
Distinguishing at least four roles that "knowledge linkers" play vis-a-vis their clientele	LITTLE	SOME	MUCH
Determining feasibility of mounting alternative computer software on computer available to you	LITTLE	SOME	MUCH
Transforming search results into packages appropriate to different groups of clients	--------------------		
Producing a self-evaluation of work performed and results achieved	LITTLE	SOME	MUCH
Publicizing your activities to the community at large	LITTLE	SOME	MUCH
Maintaining current awareness of significant results of educational research & development	LITTLE	SOME	MUCH
Training new staff to perform functions for which they are hired	LITTLE	SOME	MUCH
Training an assistant to perform your functions at a professional level	LITTLE	SOME	MUCH

NAME:

EDUCATIONAL DISSEMINATION PERSONNEL TRAINING

Self-Assessment of Knowledge and Skills
Form for Retrieval Specialists

PART I: KNOWLEDGE/UNDERSTANDING. For each topic below, please assess your present knowledge or understanding by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Major functions of an educational information service center or project	LITTLE	SOME	MUCH
Variations in resources and functions that can be found among centers and projects	LITTLE	SOME	MUCH
Kinds of materials that should be found in a center's basic reference collection	LITTLE	SOME	MUCH
Kinds of materials that might be found in a center's fugitive collection	LITTLE	SOME	MUCH
Basic elements of a search request form	LITTLE	SOME	MUCH
Considerations involved in packaging materials for delivery to client	LITTLE	SOME	MUCH
Role of a center or project manager	--------------------		
Relationship between the retrieval process and other center functions	LITTLE	SOME	MUCH
Costs and performance characteristics of "batch" versus "on-line" computer retrieval	LITTLE	SOME	MUCH
Field agents' requirements in office space, equipment, and materials	--------------------		
Variety of functions performed and situations encountered by field agents	LITTLE	SOME	MUCH

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Format and structure of the Thesaurus of ERIC Descriptors	LITTLE	SOME	MUCH
Kinds of monthly activity data needed for evaluation of an information service	LITTLE	SOME	MUCH
Microform equipment requirements of an educational information service	LITTLE	SOME	MUCH
Process of communicating search results to a client	--------------------		
Field agents' strategies in making initial contacts with different client groups	--------------------		
Criteria for selecting a microfiche reader-printer for use by retrieval staff	LITTLE	SOME	MUCH
Criteria for selecting a microfiche reader as a "loaner" for clients	--------------------		
Specific occasions for drawing on human resources (e.g., consultants) rather than print resources	LITTLE	SOME	MUCH
Advantages and disadvantages of establishing your own computer retrieval capability, versus contracting services from elsewhere	LITTLE	SOME	MUCH
Different role stresses and morale problems of retrieval staff and field agents	--------------------		
Types of records that should be maintained by a field agent in his office	--------------------		
Methods for computing cost per search, cost per fulfilled request, etc.	LITTLE	SOME	MUCH
Key considerations in interviewing clients in the query negotiation process	LITTLE	SOME	MUCH
Published materials, other than ERIC, that are useful in fulfilling requests	LITTLE	SOME	MUCH
Procedures for following up a fulfilled request to determine client's further needs	--------------------		

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Major categories of educational innovations	LITTLE	SOME	MUCH
The "most promising" educational innovations now being introduced in the schools	LITTLE	SOME	MUCH
Major events in the development of educational research & development since the late 1950's	LITTLE	SOME	MUCH
Major events in the development of the federally coordinated educational dissemination system	LITTLE	SOME	MUCH
Sites where significant educational research & development is now taking place	LITTLE	SOME	MUCH
The forms of "educational R&D knowledge" when it enters the dissemination system	LITTLE	SOME	MUCH
Major shifts in federal policy relative to educational dissemination systems and support in the past two years	LITTLE	SOME	MUCH
Channels from which local educators normally get most of their educational information	--------------------		
The different strengths or advantages of each of these channels	--------------------		
The different cognitive phases or task phases that clients may be in when they request information	LITTLE	SOME	MUCH
Research & development being conducted on improved educational dissemination per se	LITTLE	SOME	MUCH
Research & development being conducted on the process of educational change per se	--------------------		
Mechanisms thought to bring about educational change	--------------------		
The "funding picture" for educational R&D and for experimental programs in the schools	--------------------		

PART II: SKILLS. For each skill area below, please assess your present ability to perform the skill by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:		
Selling yourself and your services to school personnel	--------------------		
Planning and establishing a field office	--------------------		
Conducting a query negotiation interview	--------------------		
Formulating a search using Boolean logic	LITTLE	SOME	MUCH
Conducting manual searches of Research in Education and Current Index to Journals in Education	LITTLE	SOME	MUCH
Conducting a search of non-ERIC materials	LITTLE	SOME	MUCH
Conducting an "all-out" search of available resources	LITTLE	SOME	MUCH
Using the ERIC Thesaurus to select terms for a search	LITTLE	SOME	MUCH
Creating a file of human resources cross-indexed by special knowledge/skills	LITTLE	SOME	MUCH
Bringing human resources into a useful relationship with clients	--------------------		
Assessing information needs of groups of clients in a practical and efficient way	--------------------		
Describing to your state superintendent (or similar person) at least three distinct models for establishing an educational information service with broad coverage	--------------------		
Explaining to your state superintendent (or similar person) the outside funding prospects, both short-term and long-term, for an educational information service	--------------------		

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:
"Mapping" the knowledge resources available in and around a school district	--------------------
Maintaining rapport and productive working relationships among center/project staff	--------------------
Recruiting and screening new staff for retrieval or field agent roles	--------------------
Establishing record systems to provide evaluation data on a regular basis	LITTLE SOME MUCH
Documenting all aspects of an information service operation for the benefit of outsiders and new employees	--------------------
Locating information about specific innovations that clients express interest in	LITTLE SOME MUCH
Distinguishing at least four roles that "knowledge linkers" play vis-a-vis their clientele	--------------------
Determining feasibility of mounting alternative computer software on computer available to you	LITTLE SOME MUCH
Transforming search results into packages appropriate to different groups of clients	LITTLE SOME MUCH
Producing a self-evaluation of work performed and results achieved	LITTLE SOME MUCH
Publicizing your activities to the community at large	--------------------
Maintaining current awareness of significant results of educational research & development	LITTLE SOME MUCH
Training new staff to perform functions for which they are hired	--------------------
Training an assistant to perform your functions at a professional level	LITTLE SOME MUCH

NAME:

EDUCATIONAL DISSEMINATION PERSONNEL TRAINING

Self-Assessment of Knowledge and Skills
Form for Field Agents

PART I: KNOWLEDGE/UNDERSTANDING. For each topic below, please assess your present knowledge or understanding by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Major functions of an educational information service center or project	LITTLE	SOME	MUCH
Variations in resources and functions that can be found among centers and projects	LITTLE	SOME	MUCH
Kinds of materials that should be found in a center's basic reference collection	LITTLE	SOME	MUCH
Kinds of materials that might be found in a center's fugitive collection	LITTLE	SOME	MUCH
Basic elements of a search request form	LITTLE	SOME	MUCH
Considerations involved in packaging materials for delivery to client	LITTLE	SOME	MUCH
Role of a center or project manager	--------------------		
Relationship between the retrieval process and other center functions	--------------------		
Costs and performance characteristics of "batch" versus "on-line" computer retrieval	--------------------		
Field agents' requirements in office space, equipment, and materials	LITTLE	SOME	MUCH
Variety of functions performed and situations encountered by field agents	LITTLE	SOME	MUCH

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:
Format and structure of the Thesaurus of ERIC Descriptors	-------------------
Kinds of monthly activity data needed for evaluation of an information service	LITTLE SOME MUCH
Microform equipment requirements of an educational information service	LITTLE SOME MUCH
Process of communicating search results to a client	LITTLE SOME MUCH
Field agents' strategies in making initial contacts with different client groups	LITTLE SOME MUCH
Criteria for selecting a microfiche reader-printer for use by retrieval staff	-------------------
Criteria for selecting a microfiche reader as a "loaner" for clients	LITTLE SOME MUCH
Specific occasions for drawing on human resources (e.g., consultants) rather than print resources	LITTLE SOME MUCH
Advantages and disadvantages of establishing your own computer retrieval capability, versus contracting services from elsewhere	-------------------
Different role stresses and morale problems of retrieval staff and field agents	-------------------
Types of records that should be maintained by a field agent in his office	LITTLE SOME MUCH
Methods for computing cost per search, cost per fulfilled request, etc.	LITTLE SOME MUCH
Key considerations in interviewing clients in the query negotiation process	LITTLE SOME MUCH
Published materials, other than ERIC, that are useful in fulfilling requests	LITTLE SOME MUCH
Procedures for following up a fulfilled request to determine client's further needs	LITTLE SOME MUCH

WITH REGARD TO:	PRESENT KNOWLEDGE OR UNDERSTANDING Please circle one:		
Major categories of educational innovations	LITTLE	SOME	MUCH
The "most promising" educational innovations now being introduced in the schools	LITTLE	SOME	MUCH
Major events in the development of educational research & development since the late 1950's	LITTLE	SOME	MUCH
Major events in the development of the federally coordinated educational dissemination system	LITTLE	SOME	MUCH
Sites where significant educational research & development is now taking place	LITTLE	SOME	MUCH
The forms of "educational R&D knowledge" when it enters the dissemination system	LITTLE	SOME	MUCH
Major shifts in federal policy relative to educational dissemination systems and support in the past two years	LITTLE	SOME	MUCH
Channels from which local educators normally get most of their educational information	LITTLE	SOME	MUCH
The different strengths or advantages of each of these channels	LITTLE	SOME	MUCH
The different cognitive phases or task phases that clients may be in when they request information	LITTLE	SOME	MUCH
Research & development being conducted on improved educational dissemination per se	LITTLE	SOME	MUCH
Research & development being conducted on the process of educational change per se	LITTLE	SOME	MUCH
Mechanisms thought to bring about educational change	LITTLE	SOME	MUCH
The "funding picture" for educational R&D and for experimental programs in the schools	LITTLE	SOME	MUCH

PART II: SKILLS. For each skill area below, please assess your present ability to perform the skill by circling one of the responses LITTLE, SOME, or MUCH.

Items in which the responses have been crossed out (----------) are intended for others to complete.

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:		
Selling yourself and your services to school personnel	LITTLE	SOME	MUCH
Planning and establishing a field office	LITTLE	SOME	MUCH
Conducting a query negotiation interview	LITTLE	SOME	MUCH
Formulating a search using Boolean logic	--------------------		
Conducting manual searches of Research in Education and Current Index to Journals in Education	LITTLE	SOME	MUCH
Conducting a search of non-ERIC materials	LITTLE	SOME	MUCH
Conducting an "all-out" search of available resources	--------------------		
Using the ERIC Thesaurus to select terms for a search	LITTLE	SOME	MUCH
Creating a file of human resources cross-indexed by special knowledge/skills	--------------------		
Bringing human resources into a useful relationship with clients	LITTLE	SOME	MUCH
Assessing information needs of groups of clients in a practical and efficient way	LITTLE	SOME	MUCH
Describing to your state superintendent (or similar person) at least three distinct models for establishing an educational information service with broad coverage	--------------------		
Explaining to your state superintendent (or similar person) the outside funding prospects, both short-term and long-term, for an educational information service	--------------------		

SKILL AREA:	PRESENT ABILITY TO PERFORM Please circle one:		
"Mapping" the knowledge resources available in and around a school district	LITTLE	SOME	MUCH
Maintaining rapport and productive working relationships among center/project staff	--------------------		
Recruiting and screening new staff for retrieval or field agent roles	--------------------		
Establishing record systems to provide evaluation data on a regular basis	LITTLE	SOME	MUCH
Documenting all aspects of an information service operation for the benefit of outsiders and new employees	--------------------		
Locating information about specific innovations that clients express interest in	LITTLE	SOME	MUCH
Distinguishing at least four roles that "knowledge linkers" play vis-a-vis their clientele	LITTLE	SOME	MUCH
Determining feasibility of mounting alternative computer software on computer available to you	--------------------		
Transforming search results into packages appropriate to different groups of clients	LITTLE	SOME	MUCH
Producing a self-evaluation of work performed and results achieved	LITTLE	SOME	MUCH
Publicizing your activities to the community at large	LITTLE	SOME	MUCH
Maintaining current awareness of significant results of educational research & development	LITTLE	SOME	MUCH
Training new staff to perform functions for which they are hired	--------------------		
Training an assistant to perform your functions at a professional level	LITTLE	SOME	MUCH

TRAINING SESSION ASSESSMENT FORM

On several pages to follow, we are asking for your reaction to training sessions that you attended. Frank and detailed discussion of weaknesses as well as strengths of the training modules will lead to more effective training in the future.

Please distinguish in your mind between the content of modules (for example, as they exist on paper) and the actual conduct of sessions. You are first asked to react to the content of a module, then to the conduct of the session in which it was presented.

Skipping over sessions that you did not attend, please indicate, in response to each point, whether you feel the module or session was GOOD, just OK, or POOR.

MODULE 3. "Post-Sputnik" Trends in Education;
Emergence of Dissemination Systems

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 4. Present and Future of Educational Dissemination Systems

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 5. Field Visit to Operating Educational Resources Center

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 6. Contrasting Service Operations

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 7. The Client System and the Resource System

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 8. The Linkage System: Personnel Roles

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 9. Initial Contacts with School Personnel -- A

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 10. Establishing and Organizing the Collection -- A

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 11. Initial Contacts with School Personnel -- B

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 12. Establishing and Organizing the Collection -- B

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 13. Establishing and Maintaining a Field Office

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 14. Establishing and Maintaining Staff Relations

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 15. Introduction to Computer-Based Educational Information Systems

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 16. Retrieving ERIC Information -- A

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 17. The Query Negotiation Process -- A

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 18. The Query Negotiation Process -- B
(for Project Managers and Field Agents)

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 19. Retrieving ERIC Information -- B (for Retrieval Specialists)

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 20. Selecting Equipment

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 21. Educational Innovations: The Substance of Change

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 22. Retrieving ERIC Information -- B
(for Project Managers and Field Agents)

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 23. The Query Negotiation Process -- B
(for Retrieval Specialists)

Please circle one:

CONTENT:			
Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD
CONDUCT:			
Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 24. Packaging and Communicating Search Results

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 25. Finding and Using Human Resources

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 26. The Team Effort

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)

MODULE 27. Documenting and Evaluating Service Activities

Please circle one:

CONTENT:

Relevance of material to educational dissemination center operations	POOR	OK	GOOD
Level of material relative to "entry level" of trainees	POOR	OK	GOOD
Authoritativeness of material	POOR	OK	GOOD
Instructional strategy (e.g., presentation, role playing, exercises, etc.)	POOR	OK	GOOD
Coverage of major points within topic	POOR	OK	GOOD
Allocation of time to each point	POOR	OK	GOOD
Illustrations or examples	POOR	OK	GOOD
Exercises or checklists (if used)	POOR	OK	GOOD

CONDUCT:

Arrangements or context for the session	POOR	OK	GOOD
Choice of trainer(s)	POOR	OK	GOOD
Effectiveness of presentation(s)	POOR	OK	GOOD
Appropriate involvement of group in session	POOR	OK	GOOD
Administration of exercises, checklists (if used)	POOR	OK	GOOD
Responsiveness of trainer(s) to questions	POOR	OK	GOOD

COMMENT: Does the module have any particular strengths or weaknesses that you would like to mention? (Please use space below.)